Towards Vocational Translation in German Studies in Nigeria and Beyond: Lessons from Translation Teaching and Practice in Germany

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Dedication

To the author of life.

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List of Abbreviations and Acronyms

B. A.: Bachelor of Arts
B. A. Hons.: B. A. Honours
CEFR: Common European Framework of References for Languages
Cf.: compare/cross reference
CIUTI: Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes
e.g.: for example
EMT: European Masters' in Translation
ESP: English for Special Purposes
CUAS: Cologne University of Applied Sciences (Fachhochschule Köln)
FTSK: Fachbereich Translations-, Sprach- und Kulturwissenschaft
FL: Foreign Languages
FLL: Foreign Language Learning
FLT: Foreign Language Teaching
GFL: German as a Foreign Language
GI: Goethe-Institut
GS: German Studies
GTM: Grammar Translation method
IALT: Institut für Angewandte Linguistik und Translatologie
ID: Identity
ISO: International Organisation for Standardization
ITMK: Institut für Translation und Mehrsprachige Kommunikation
IUED: Institut für Übersetzen und Dolmetschen
i. e.: That is
L1: First language
L2: Second language
L3: Third/ Foreign language
LSP: Language for Specific Purposes
M. A.: Master's of Arts
N. A.: Not applicable
N. S.: Not specified/stated
OAU: Obafemi Awolowo University, Ile-Ife
PC: Personal Computer

PPT: PowerPoint
RQ: Research Questions
SL: Source Language
ST: Source Text
TA: Text Analysis
TL: Target Language
TLC: Target Language Culture
TM: Translation Memory
TMS: Translation Memory System(s)
TVS: Terminology Management System(s) (Terminologieverwaltungssystem)
TrTA: Translation-related Text Analysis
TS: Translation Studies
TT: Target Text
UI: University of Ibadan
Univ. Bamberg: Otto-Friedrich Universität, Bamberg
Univ. Heidelberg: Universität Heidelberg
Univ. Leipzig: Universität Leipzig
Univ. Mainz: Johannes Gutenberg-Universität
Univ. Saarbrucken: Universität des Saarlandes
UNN: University of Nigeria, Nsukka
VOLL: Vocationally-oriented language learning
VOLT: Vocationally-oriented language teaching
VON: Voice of Nigeria
VOT: Vocational Translation
VOTT: Vocational Translation Teaching
ZDfB: Zertifikat Deutsch für den Beruf

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1 Introduction

This study is language-centred and it pertains to two interdisciplinary subject areas, namely Translation Studies (TS) and German Studies (GS).[1] The overall aim is to propose a vocation-oriented approach by which the vacuum created by the absence of a functional TS programme in specific cultural contexts can be filled. The purpose of this chapter is to present the premises of this research work. Section 1.1 provides information about the motivation for this work, and identifies problem areas in relation to previous studies. In addition, it identifies areas requiring further development. Section 1.2 discusses the research questions that are addressed in this study, the methodology, and the contribution of the research questions. The scope and structure of the study are presented in section 1.3.

1.1 Motivation and problem statement

Factors which motivate Nigerian students undertaking the B. A. German Studies (GS) programme in three Nigerian universities transcend an affinity for languages as well as the possibility of travelling abroad. Most importantly, a university degree is expected to open doors for career opportunities by which the livelihood of graduates (and possible dependents) might be sustained and their economic capacity improved. Where a university degree does not 'have' future job prospects (in the immediate environment), intending university entrants are somewhat advised against making such course choices.[2] The implication of this is that such courses of study are considered irrelevant and a 'waste of time'. According to a survey among Nigerian students in 2009, several students from three Nigerian universities did not want to study German, but ended up in the foreign languages (FL) department of their universities for

[1] Among the related fields to both are Applied Linguistics, Text Linguistics, Intercultural Communication and Literary Studies.

[2] In Nigeria, parents often have a great influence on the choice of study made by their offspring. The first question typically asked is that of the job opportunities, which should be available immediately after studying. It is only after this that a child's interest is considered (cf. Oyetade 2001:19-23, Oyedele/Oyetoyan 2008:83, Witte 1996:134-138). A survey among Nigerian students undertaking German Studies in three Nigerian universities revealed that while some were influenced by their parents and/or guardians, others selected the courses as the last option.

failing to meet the cut-off marks for admission into courses of their choice (cf. Oyetoyan 2009:52). The beliefs regarding job prospects in the immediate environment have implications for those who have not selected German as their preferred course of study but ended up studying German as their 'last option'.[3] They simply study with disappointment, demotivation and uncertainty about the future. In addition, a related problem is the fact that students choosing German as a course of study do so with the intention of deriving some economic benefits in the future. An important question that every German language student has to answer is whether there are job prospects in Nigeria after acquiring a university degree in German. Professional skills that are linked with GS and consequently open an avenue for earning of income will therefore serve as a motivation for German language students in Nigeria.

Further, a problem linked to the subject field 'translation' as a course of study in Nigeria is the reality that there is no Nigerian university currently running an undergraduate or graduate degree programme in translation with the language combinations German-English, English-German. Based on information gathered for the purpose of this study, only one Nigerian university has an accredited postgraduate degree course in translation, a programme that stopped in 2003 when the qualified staff responsible for the course retired[4]. Hence, students who could have been encouraged to continue with a further degree in TS after their first degrees could not get the opportunity because a functional Masters programme in translation in the language combinations no longer existed. Again, a further problem that contradicts the aforementioned situations is the reality that individuals with proficiencies in FL usually take up translation jobs in Nigerian society. This problem - which will be discussed in the latter part of this study - therefore calls for a re-introduction of translation for vocational purposes in FLL.

Apart from this, language plays a key role in communication and interaction at national and international levels; it is essential for bilateral relationships regarding mutual

[3] 'Last option' here means that students had to take the courses that are not their choices in departments, where the admission is not yet closed. Students do this so that they would not have to wait for another year before commencing their university studies. This usually happens, if students do not meet the cut-off requirements for the choice of study in the admission examination cf. Oyetoyan 2009:52).

[4] See appendix 1 for informant's report 1: M. A. Translation degree (German), UI, Nigeria.

development.[5] The economic benefits of the bilateral relationship between Germany and Nigeria can be maximised, if all avenues for development are being exploited (e.g., a recent wind power grid project between Nigeria and Germany[6]).[7] An example of such avenues is professional (applied) language services. Language services are essential for bilateral relationships, especially where the working languages of trade partners differ. In the job sector for instance, the employment of the services of foreign (freelance) translators undermines development in this sector because it limits the job prospects of interested citizens, who could be trained to provide similar services. While several imported goods from German-speaking countries are now documented in English, some second-hand goods produced originally for German-speaking countries only come with documentation in the German language. On the one hand, buyers of second hand products in Nigeria require translation to understand functionalities. For such purposes, people with German language proficiency are contracted for translation, a task for which they have not been professionally trained. On the other hand, Nigerian traders dealing in import and export as well as other local businesses with prospects of international trade would benefit from understanding the language of the international trade partners by using locally trained translators rather than foreign translators. In this way, local translators would find more job opportunities. Likewise, further unexploited avenues for the creation of national wealth may be exploited, when products and services needing technical documentation from Nigeria are being exported. Locally trained translators and technical writers would then be employed to write in, or translate into, the languages of the trade partners.

Consequently, possible ways of solving the aforementioned problems are considered applicable in the course of a 4-year B. A. German Studies degree programme. Translation as a professional skill can be seen and taught professionally as a solution to these problems. Against this background, this research work examines possibilities for incorporating vocational translation (VOT[8]) into the curricula of the GS programme in Nigerian

[5] Note that German as a degree programme was introduced in Nigeria for the cultural, intellectual and political development of the nation (cf. Witte 1996:134-138).
[6] See "Government commissions hybrid solar plant".
[7] See http://unesdoc.unesco.org/images/0021/002152/215296e.pdf.
[8] Stewart (2008:2) describes 'vocational translation' as "[…] professionally-oriented translation in pedagogical settings, whereby trainees are prepared for the translation market […]". In this work, the term 'vocational translation' (VOT) is adopted for professionally-oriented translation within FLL contexts.

universities, weighing the conditions for the implementation of such a goal in the target environment.

Historically, translation played a significant role in the Grammar-Translation-Method (GTM) in FLL. Under this approach, the goal was the teaching of grammatical skills. Since translations are typically in writing, writing and reading skills in translations from and into the mother tongue (L1)[9] and FL were centralised. This approach was largely criticised in FLL as the development of the other two language skills (listening and speaking) neither were fostered, nor were learners taught to translate vocationally by its use. GTM was merely a tool for measuring internalised grammar skills (cf. Henrici 2001:843, Königs 2001:956-957, House 2001:258). However, there have been several arguments for the re-introduction of translation into FLL, both as an independent goal as well as a tool for stimulating reflections of metalanguage elements and contrastive language knowledge (cf. House 2001:265-268). In spite of these views, there are still arguments against the re-introduction of translation into FLT, based on the viewpoint that FL curricula cannot provide adequate professional preparation for vocational translation (cf. Königs 2001:959).

The aspects of professional translation that are discussed in translator education are multidimensional and include translation processes, methods, types, etc. (cf. Weller 2003:67). As an interdisciplinary field, competences expected to be developed in translator education include native and FL (L3) competence, cultural and media competence, text processing, as well as text evaluation competence (cf. Wotjak 1999:543-560, see also "European Master's in Translation (EMT)"[10]). The processes involved in the production of professionally-translated texts are a combination of several procedures and mental processes that transcend those involved in FLL.

With regard to Vocationally-Oriented Language Learning (VOLL), it is an approach in FLL made for curricular designs, under which general profession-related skills could be taught in combination with language skills and classifications. The learning outcomes are to be specified by means of a needs analysis for determining the contents of such a curriculum. A VOLL curriculum can be 'career-preparatory, work-based or career-qualifying' (cf. Funk

[9] In this study, L1 refers to the mother tongue or native/first language, L2 means the second language acquired as a child, while L3 or FL refers to further (foreign) languages in which an individual may be proficient.
[10] http://ec.europa.eu/dgs/translation/programmes/emt/index_de.htm

2001:962-972, 2003:175). These classifications have however not been used in FLL in terms of translation.

Consequently, the discussed themes show the possibility for linking vocation-related skills with FLL. FLL helps in developing language skills in order to enable communication in the FL. Professional translator education helps to impart knowledge and develop competencies, through which the contents of a text can be expressed in another language in order to achieve communication. The question therefore arises as to the possibility of teaching specific professional competencies that have direct connection with FL skills within the framework of GS. This is because it has been possible to conceive vocational-oriented language lessons with a focus on general vocational skills. Where specific professional skills are teachable within FLL, the purpose for incorporating translation activities in FLL exceeds their use as a tool for measuring language competence. In these circumstances, they should be used as a preparation for translatorial tasks relevant for people with proficiency in FL for communication in their own environments.

Translation as a professional field is however not considered as a subject in FLL. Specifically in FLL in Nigeria universities, the classroom procedures do not reflect vocation specific goals, although vocation-oriented translation is implied in the curriculum in GS. In Nigerian society as a whole, translation as a subject is not yet completely recognised as a separate professional field. This is why the proficient users and graduates of FL studies, who have not been trained in translation, are seen as individuals capable of translating.

1.2 Research design

In order to provide solutions to the aforementioned problems, there is a need for an understanding of the theme ‘translation’ within the Nigerian context and an analysis of the demands for translation services in Nigeria. Secondly, a study and presentation of findings on the current translation providers needs to be carried out. A third step is to look at the possibilities of incorporating aspects of professional translator education into the Nigerian GS curricula as an initial solution prior to the availability of further human and material resources for TS in Nigeria. Therefore, the following research questions (RQ 1-4) are addressed in this study:

- RQ 1: What is the history of translation in Nigeria?
- RQ 2: What are the existing needs for translators (with language combinations ‘German and English’) in Nigerian society?

- RQ 3: How can translation as a vocational subject be incorporated as a learning goal within the framework of the GS curricula in Nigeria?
    - RQ 3.1: To what extent can translation be vocationally taught in the GS curricula?
    - RQ 3.2: What requirements must the Nigerian GS students and teachers meet in order to achieve this learning goal?
    - RQ 3.3: How can professional translation knowledge be imparted to Nigerian GS students?
- RQ 4: Which institutional training options could be provided for translator trainers (working with German and English) in Nigeria?
    -

This study combines a literature review with qualitative and quantitative data gathering methods (i.e., mixed method research[11]) to find answers to these questions. It can be grouped under action research in foreign language education and translation.[12] The review of published academic literature provides insight into the historical background on Nigeria as a multilingual society. From the results of the review, questions relating to the existing translation practices and needs are highlighted. This involves topics relating to native, second and foreign languages as well as situations involving language mediation. A study of the curricular documentation of three Nigerian universities with GS as well as relevant literature would provide information on the available training for translation as a subject in the language combination German and English. Where there are gaps in the literature, knowledgeable research contact(s) in the related problem area(s) (such as university lecturers, translators in specific fields) are sought to provide relevant information.

In addition, questionnaire-based interviews (i. e., structured, with predominantly closed-ended questions) are conducted among two different subject groups (i.e., potential employers of Nigerian graduates of GS and Nigerian translators). The use of questionnaires as a research

[11] Mixed method research entails a sequential collection of quantitative and qualitative data, which are then analysed and triangulated (i.e. one method is used in developing or informing other methods) (Creswell 2003: 15-16, 21). This research method typically includes open- and closed-ended questions, as well as "statistical and text analysis" (ibid., 17). This method has also been applied in foreign language studies been used (see Settinieri 2012:249-285).

[12] Action research comprises all research processes that contributors in a professional field put in place in order to solve problems that have been identified within the field. See Noffke 2009:7-12.

tool is chosen to provide as much detail as possible, so that the practices of translation and the market demand for translation services can be revealed.[13] Interviews are conducted with individuals translating into and from the language combinations 'German and English' in Nigeria in order to illuminate the translating practices. The results gathered from the studies will provide information necessary to measure the demand for translation services in Nigeria.

Furthermore, since it has been established that translation in FL is regarded as a means rather than an end, the procedures, methods and tools for teaching VOT could only be found in professional translator education. Therefore, using a mixed-method approach, translator education is considered in this study from the points of view of a participant observer, translation students, translator instructors and translators in the industry. By means of the mixed-method approach, key aspects of the subject field will be examined from all angles, extracted and plausibly incorporated into a Vocational Translation Teaching (VOTT) curriculum.

Participant classroom observation is used in two German universities in the course of seeking empirical answers to RQ 3. This approach allows participation and simultaneous observation in classroom translation. By means of the observation, issues such as classroom procedures, teacher-student/student-teacher relationships and roles, learning tasks, student profiles, teaching skills and overall classroom management are observed. The participant observation method, in the first place, provides room for building relationship with the students and for accessing the class information system, thereby opening opportunities for acquiring more information on the subject of study. Although the method has been criticised in ethnographic studies due to the tendency toward overfamiliarity in relationships between researchers and subject groups, this study has not suffered from such limitation. This is due to the fact that interactions with participants are not in a continuous phase over a long period of time.

Apart from the participant observations, a questionnaire with both closed and open-ended questions was also employed for gathering information from translation students in two German universities regarding aspects of their education in translation. The goal here was to ensure that important viewpoints of the subject group would not be neglected, owing to the

[13] During a survey among the teaching staff of Nigerian universities with B. A. German degree programmes in 2009, the response rate was low, and some responses were inaccurate. Therefore conducting an interview-based survey was considered as a viable method for gathering more accurate data.

fact that the educators and practitioners may share different views from those undergoing training at that particular point in time. Questions for this group included their language and previous translation profiles, their classroom encounters as well as their individual evaluations of theoretical aspects and ongoing overall translator education. Electronic and online questionnaires were created for this purpose.[14]

In addition, semi-structured interviews with closed and open-ended questions were also conducted with translator trainers as well as practising translators in the German industry. The purpose was to examine, on the one hand, the views of trainers[15] on the skills and the qualifications of translator trainers, as well as further aspects of translator education that are considered important. On the other hand, interviewed practitioners in the translation industry are to provide information on their profiles, translation tools, translating procedures as well as an evaluation of their specific translator education. These questions are all meant to be used for deducing the essential aspects of translator education from theoretical and practical perspectives. For both subject groups, the telephone interview and the one-to-one interview were employed. However, some of the subjects preferred to complete a questionnaire, which was designed online and sent as link to the subjects.[16]

All the data gathered from this study was analysed both qualitatively and quantitatively. The methods of data analysis have been descriptive, inferential and thematic (cf. Creswell/Creswell 2005:317-318). Section 1.3 presents the scope and structure of this research work.

1.3 Scope and structure of research

The goal of the current study is to draw out aspects of translator education that can be adaptable to translation teaching situations outside TS. First, this study focuses on the didactic aspects within two disciplines, namely: FLT and translator training. This thesis builds on

[14] At first, an electronic questionnaire was distributed among students attending the same courses at the universities. Later on, in the search for more respondents, an online questionnaire was used. See https://docs.google.com/forms/d/1LPwBt0gzrotkId3-7njFaiWR4zueYnA46lFtkyOebIU/viewform.

[15] The term ‘trainer‘ is used synonymously with ‘educator’, ‘instructor’, ‘teacher’ and ‘lecturer’ in this research work.

[16] See https://docs.google.com/forms/d/1T_XXWefe4pAXQAfJuO2zQ2nmBmbQa11TjRv3uUO3xKk/viewform and https://docs.google.com/forms/d/1alQuPGWAzlV-606j2SuTaf_Qeyh2BSEQES6OJ2JCO5Y/viewform.

several studies that have discussed significant aspects of training in both fields. Theoretical input from both fields will therefore be included, based on their relevance to this study.

This research study begins with Vocationally Oriented Language Learning (VOLL) in Chapter 2, and its significance in FLL. Aspects of FLL that are interconnected with VOLL and essential for language mediation (translation), such as communicative and intercultural competence are discussed. Specifically, the historical background to translation in FLT is given. Contemporary perspectives on translation in FLT, based on the Common European Framework of Reference for Languages (CEFR) as well as other academic discussions on the topic will be provided. Further themes highlighted in discourses on translation in FLL, i.e., bilingualism and multilingualism, are also considered. The text and the specialised text as core elements, and didactic procedures by which they are handled in FLT as well as in translation, are highlighted. The chapter ends with a focus on the trainers of vocational translation within FLL.

The focal point in Chapter 3 is professional translator education. The chapter builds on several studies that have already discussed the significant aspects of translation theories as a background in translator education, specifically highlighting aspects that are essential for didactic procedures. The study pinpoints translation competence, the goal of translator education, and the competence models that have been developed by various scholars. Text, as a core object of focus in translation, is also discussed in terms of: translation-relevant text analysis (TrTA), specialised texts, text taxonomies, criteria for text selection as well as authentic pre-translation and translation tasks. In addition, curricular design types and samples of such curricula for translator education are considered. Didactic procedures in translator education as addressed in academic literature will be highlighted. Similar to Chapter 2, the subject 'translation trainers' is discussed especially in terms of career-changing educators (i.e., professional translator trainers without professional translator education).

The goal of Chapter 4 is the presentation, interpretation and the detailed discussion of the data gathering tools as well the gathered results in the selected German universities and in the German translation industry. As mentioned earlier, the subject groups were students and educators in translation training institutions, and practitioners in Germany. This chapter captures didactic procedures in translator education and translating procedures by translators in the industry, highlighting the current practices. The specific limitation(s) to the individual studies are specified in the conclusion of each study.

Chapter 5 focuses first on studies about language issues and standards in the multilingual Nigerian society. This involves FL and language mediation in Nigeria from the past (historically) to the contemporary period. Further themes in the data collected include:

the market demand for translation, the translation providers, translation in terms of the language combinations German and English in Nigerian university education. Details of the data gathering tools are also provided in the chapter. The final section features a feasibility study carried out on 'Vocational Translation Teaching (VOTT) within GS in Nigeria.

Chapter 6 discusses the results of the studies and their implication for VOTT in Nigeria. Here, a possibility for bridging the identified gap discussed in Section 1.1 is shown by using curricular contents, teaching methods and proficiency-based (pre-) translation tasks in a sample model: VOTT curriculum within GS in Nigeria. Core aspects of the didactics of VOT, as well as the general conditions for designing a VOTT syllabus and its adaptation to the regular GS programme are highlighted. Lastly, possibilities for teacher training for VOT purposes within GS are discussed.

Chapter 7 provides a conclusion of the study, which includes a summary with enumerated desiderata.

2 Vocationally-Oriented Language Learning (VOLL) and translation

According to Saville-Troike (2006:188), FLs are learnt either as a compulsory subject, (for which there might not necessarily be any immediate recognizable ("personal") benefit or application) or as a tool for use in cross-cultural encounters. However, Vocationally Oriented Language Learning (VOLL) describes the learning of a language for vocational and, by extension, professional[17] purposes (cf. Brewster 1995:1). This viewpoint is buttressed by Sepp (1981:88) who considers the acquisition of vocationally-oriented language skills to be a 'tertiary learning goal' in a language classroom. Further describing VOLL, Fitzpatrick (1997:66) states:

> VOLL is concerned with the use of a foreign language within a defined occupational context for the effective performance of a particular occupation or profession and differs from language learning for general purposes (LGP) […] The word "oriented" in VOLL indicates that we are not, in the first instance, concerned with persons whose primary qualifications are concerned with the professional use of foreign language (e.g. foreign language teachers, interpreters, translators, .) In defining a vocational area in which a target language is to be used, we are delimiting the use to which the language will be applied.

In essence, both Fitzpatrick (ibid.) and Brewster (1995:1) acknowledge the determinability of VOLL and the possibility of extending the concept to include more profession-specific goals. It is a subject-related concept, also termed Language for specific purposes (LSP[18])[19] and is the context in which FL (FL) learners develop the requisite

[17] Distinctions are often made between the two terms in the professional world. The term vocation differs from profession in that the latter often requires a prolonged training and formal qualification. Cf. http://oxforddictionaries.com/definition/english/profession?q=profession, http://oxforddictionaries.com/definition/english/vocation?q=vocation.

[18] Language for Specific Purposes (LSP) is an expression used to classify language courses designed to meet specific curricular and learner-related needs. For instance, many technical language courses are tagged LSP courses. LSP is also an important aspect of Translation Studies (TS) as specialised texts of different genre[s] and types with specialised terminology are core materials in modern day translation. LSP and VOLL are often used interchangeably or linked together. Cf. Dudley-Evans/St. John 1998:6, Huckin 2003:4. Technical (or specialised) language will be discussed in section 2.3.6.

[19] Vogt//Kantelinen (2012:63-66) argue that there is a difference between LSP and VOLL, even though both have been used synonymously. They go further to differentiate VOLL as a broad concept that integrates lessons for developing communicative and vocational competences based on analysed needs, thus making provision for the impartation of skills to be used within and outside the workspace. LSP is described as a language-centred concept, which is primarily focussed on lexical and syntactic features of specialised fields that are taugh[t,] based

communicative language competence for vocational (and professional) environments. As implied by Brewster (ibid.) and Fitzpatrick (ibid.), translating may be possible in VOLL by extension, since it is a language-dependent activity. With so much discord and discourse among linguists on the issue of translation in an FL classroom, this chapter discusses translation as a theme in FLL with a view to highlighting the current trends in FLT. Section 2.1 centres on the further aspects, definitions and scopes of VOLL in relation to the core competences in FLL. Section 2.2 discusses the history of translation in FLL, while translation in the modern day is reviewed in Section 2.3, with a discussion of arguments for translation within the scope of VOLL. Section 2.4 will give an overview of the work in this chapter.

2.1 Vocational orientation in Foreign Language Teaching (FLT)

The necessity for vocationally oriented language learning (VOLL) is based on research findings and analysis of both institutional and individual needs[20] by researchers in second and FL pedagogy. Language learning[21] in today's world is considered an essential part of personality development, a tool that can supply new opportunities for communication, understanding new cultures and more prospects for experiencing the world (cf. Ergloff/Knauf 1997:60). VOLL became particularly important for communication and success in the globalised world markets as the increasing need for mobility between different countries in Europe became obvious (cf. Brewster 1995:1, Funk 2003b:165-166, Vogt/Kantelinen 2013:64-65).

Another argument for vocational orientation in FLT is the realization that a majority of FL learners worldwide choose to learn the language(s) in relation to the individual goals to be

on identified learner needs. They however also report the tendency for LSP to be taken beyond the surface structure level to the level of the processes behind language learning, work life communication, intercultural interaction and understanding, with variations in its versions, interpretations and implementation.

[20] Needs analysis, also termed 'needs assessment' in language education has been defined as the "process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richards/Schmidt 2002:353, cf. Kelly 2005:159-160).

[21] It is important to note here that language learning in this work is considered in terms of communicative and/or intercultural language teaching, where learning takes place by the use of authentic language features in classroom communication. Under these approaches, meaning is constructed by the learner (and not dictated by the teacher) in communicative and social interactive learning activities role plays, debates, discussions or simulations. The teacher therefore plays the roles of a facilitator and moderator (cf. Richards/Schmidt 2002:90, Faistauer 2001:866, Schwedtfeger 2001:69, Stoytcheva 2004:39-41).

achieved, or as a result of a requirement for employment (cf. Funk 2003:165, Kuhn 2007:50, 143, Oyetoyan 2009:51[22]). Thus, it became necessary to consider vocation–related aspects of language learning in the second and FL classroom, which can benefit the learners both within and outside the classroom. According to Egloff/Fitzpatrick (1997:2)

> […] VOLL took up the challenge to provide young people and adults […] with the languages they need to improve their occupational chances and, at the same time, to lay the foundations for their participation in political, social and cultural life […] bridges the gap between general language learning […] and occupation-specific instruction by specialist providers […]".

VOLL invariably links 'business'[23] with education, covering contextual learning, didactics of critical thinking and application of skills (cf. Bernstein 1992:32, 37). Hence, VOLL is regarded as an individual, as well as an institutional, need (cf. Ergloff/Knauf 1997:59).

Primarily, the goal of VOLL in language education is to teach language in such a way that it encompasses the different social spheres of activity in the workplace. The VOLL language class centres upon the development of skills and capacity of the learner in various vocation-related contexts and beyond. Thus, VOLL is in the first instance general rather than specific,[24] since its focus is not to train learners for a specific profession. As Brewster (1995:2, 3) puts it:

> The essence of VOLL centres around learning language, skills and subject content. Learning here must be seen not in its parts, but rather in the context of the learner's work and life, i.e., in his or her sociocultural context. Learning is seen as an active process aimed at acquisition for life – both in and outside of the classroom. This focus on learning for work and life has skills acquisition, confidence in the use of language and sociocultural norms, and flexibility of expression and action at its core, and an understanding how one's professional pursuits can be seen within the above mentioned context […] industry and commerce are demanding this integrative complex of linguistic and cultural skills from its present and future workers. Language learning in a vocationally oriented context must therefore be directed towards learning to apply critical thinking

[22] In a research survey targeted at uncovering students' motivation for studying German language at the three Nigerian Universities with the German language study on offer, 24.3% of respondents chose to study German language out of their 'love' for the language and its advantages. 23.1% of the respondents made the choice of study for the economic benefits that may accrue from it, while 47.4% of the respondents seek personal (material and financial) gains from their course of study (Oyetoyan 2009:51).

[23] Business, here, simply means "an occupation, profession, or trade". http://dictionary.reference.com/browse/business?s=t

24 See also Funk (2003b).

and problem-solving techniques, social and cultural skills, and learning to understand, evaluate and use resources.

The goal of VOLL therefore involves a synthesis of the goals of a typical FL classroom with comprehensive vocation-oriented goals (cf. Council of Europe 2001:53). Brewster's (1995:2, 3) views are comparable with the Meyer-Dohm (1990:27) model of 'All-round competence' (Fig. 1) in vocational education, whereby the essential parts of this 'all-round competence' are: technical competence, personal competence and social competence. Technical competence refers to knowledge and skill in a specific work domain, while the social competence is an individual's capacity for self expression and encountering others constructively. Personal competence describes a person's positive self-esteem and feeling of responsibility for himself/herself. As shown in Fig.1, the blend of the three competences is a central goal in VOLL.[25] In other words, VOLL involves a selection of competencies to be developed in FL education, which are not generically determined, but are selected based on analysed needs.

Funk (2003a:176), however, goes further on the generality and specificity of VOLL for didactic purposes, classifying VOLL into three categories. Accordingly, (ibid.), a VOLL - class may be career-preparatory (pre-experience), may be simultaneously taken as a work-based (on-the-job language training), or career qualifying (or in some cases, post-experience).

[25] However, the goal in this work is the technical competence (in the subject domain 'translation'), which, according to Fitzpatrick (1997:66), only appears within the boundaries of VOLL as a delimited version. This will be discussed further in section 2.3.

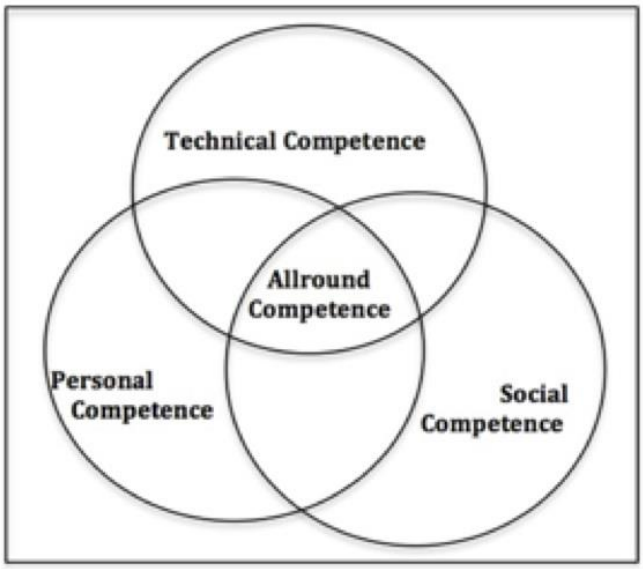

Fig. 1: All-round competence education (Meyer-Dohm 1990:25)

This means that a beginners' 'vocation-preparatory' language class is one where there is the awareness that the language being learnt will be used in future professional settings. With this at the back of the teacher's mind, concise learning plans (such as choosing a range of topics that is applicable in vocational settings) for this are reflected in the curriculum. The teaching goal in this type of language class is to give general language-related vocational training. This involves language elements from different professions as well as everyday language elements. The second category describes a language study being undertaken concurrently with (and perhaps, for the purpose of) an occupation. Such a language class requires that a new and advanced study syllabus in the form of (more concrete) skill-related course modules are developed. Thirdly, a 'vocation–qualifying' or a 'post-job-experience'[26] language study suggests that the successful completion of the language course is a requirement for an academic degree in a subject field or that a vocational language examination (like the ZDfB[27]) may be an entry requirement in a career field.

[26] An example would be the case of an engineer preparing for further professional training in a TL country, and therefore needs a language lesson for that purpose.

[27] ZDfB (Zertifikat Deutsch für den Beruf) is a 'German Business Language' examination usually offered at the Goethe Institut worldwide. It is an exam targeted at testing learners for occupation-related German language competence. Cf. http://www.goethe.de/lrn/prj/pba/bes/zdb/enindex.htm.

Moreover, Funk (2001:964), using a triangle model (see Fig. 2), gives a basic plan overview for a VOLL programme. In the 'vocation-preparatory' class for language beginners, only hints of professional communication are reflected in the curriculum as an introduction. As the general FL lessons intensify and learners progress to the intermediate level, more vocationally-oriented aspects are integrated, while the general language learning scenarios decrease. At the very advanced stage of FLL, only slight traces of general language learning features are seen, while the lessons are characterised by more vocation-oriented elements. Funk's (ibid.) categorisation of the three possible versions of a vocational language class indicates a necessity for flexibility in curriculum planning, such that it is adapted to the specific needs of learners. This means that a needs analysis is a priority in the lesson planning process. It further demonstrates that it is possible to design a specific language curriculum, for instance, for engineering students, apprentices in the engineering field as well as qualified engineers[28] seeking employment in key regions, where the FL being learnt is key for communication in the business (cf. Kuhn 2007:127).

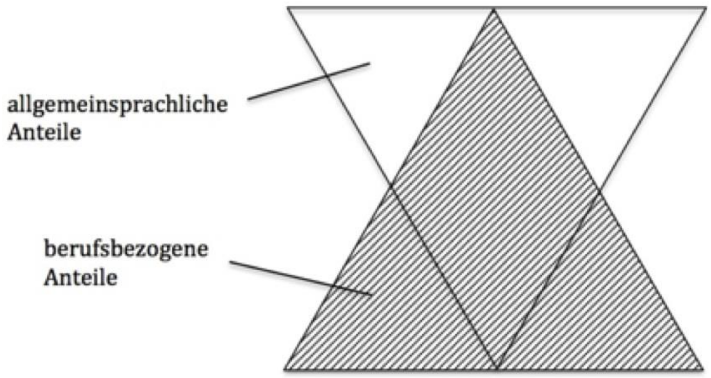

Fig. 2: Model structure of VOLL in German as a Foreign Language (GFL) (cf. Funk 2001:964)

As reflected in Fig. 2, it is noteworthy that the aforementioned three possibilities of the VOLL German language lesson are intertwined, so that it may be difficult to see the defining line clearly (cf. Funk 1999:345, Kuhn 2007:137). Both Funk (ibid.) and Kuhn (ibid.) consider it an obsolete and futile attempt to separate FLL for professions from FLL for leisure. Specificity in VOLL is limited, i.e., themes are general job-related themes, mixed with

[28] The other part to this would be individuals undertaking a vocational language study as part of the requirements for an academic goal.

elements of everyday events. [29] The metric for the quantity of general and vocation-oriented language elements are the analysed needs. A practical example of VOLL–related tasks compared to general non-occupational tasks is presented in Table 1.

Elementary situations (Examples)	Occupational situations (Examples)
Introduce oneself (Name, residence, occupation, interests).	Introduce oneself (Name, position, company, company location).
Plan a vacation (Means of transportation, schedule, accommodation, sightseeing).	Plan a business trip (Purpose, means of transportation, travelling schedule, accommodation, appointments).
Fix an appointment with friends (Mention purpose, date, time, place, participants, discuss different possibilities).	Fix a business appointment. (Mention purpose, date, time, place, participants, discuss different possibilities).
Hold a telephone conversation (Greeting, mention names, make a request / ask about a request, leave a message, bid farewell).	Hold a telephone conversation (Greeting, mention names and company, make a request / ask about a request, become connected, leave a message, make notes of conversation outcomes, bid farewell).
Casual clothing (Clothes, colours, personal reasons to wear certain clothes).	Clothing in the workplace (Clothes, colours, dress codes, protective gear).

Table 1: Transfer of elementary scenarios into occupational scenarios (my translation) (Kuhn 2007:132)

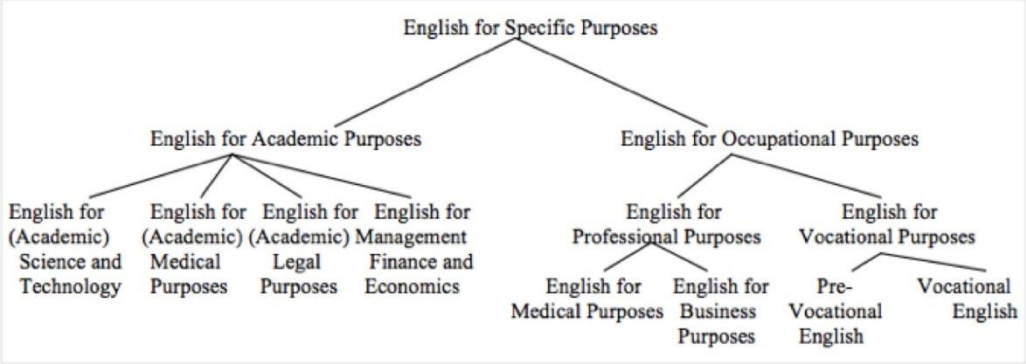

Fig. 3: ESP classification by professional area. (cf. Dudley-Evans//St John 1998:6)

Table 1 gives an example of authentic language tasks that are adaptable to a vocation-preparatory and work-based language class. The generality in the occupational situations may be further reduced as the need arises. In addition, an overview of possibilities in LSP can be seen in Fig. 3, mapped out for English for Specific Purposes (ESP). Comparing Table 1 and Fig. 3, it is clear that there are several curricular possibilities for VOLL based on the learning needs and learning goals. One may deduce that the distinction between English for

[29] Another perspective to this will be discussed in Chapter 5, where the possibilities of a vocationally oriented translation within German language pedagogy in a specific national context will be discussed. In th[is] chapter, the categories will befurther defined in relation to specific learner needs.

Professional Purposes and English for Vocational Purposes lies in the degree of specificity. The former depicts a curricular heading, under which language courses designed to suit the language requirements of specific professional groups are classified. The latter rather indicates non-specificity. Funk's (2003b:167) example of a university study course 'German as a Foreign Language' (GFL) is worthy of note here. Funk (ibid.) states:

> Ein Studium, das auf den Beruf eines DaF-Lehrers/einer DaF-Lehrerin vorbereitet, muss auf Routinen und Realitäten der Berufspraxis nicht nur theoretisch, sondern berufspraktisch vorbereiten. Ganz konkret sind damit nicht nur Praktika gemeint, sondern die Tatsache, dass die kreativen und die Lernerautonomie stärkenden Lehr- und Lernformen, die er oder sie später praktizieren soll, auch in der Form des Studiums erlebbar sein müssen.

According to Funk (ibid.), a vocationally oriented GFL programme, targeted at training German language teachers, must prepare teachers theoretically and practically for the daily rituals and routines of the profession. Apart from teaching internships, students in the training programme must be exposed to the creative teaching and learning forms, tending more towards learner autonomy which they are supposed to give room for later in the teaching profession. The significance of Funk's (ibid.) analogy lies in the fact that the GFL study programme[30] is no longer a 'mere' German language teaching programme as its name tag implies. On the contrary, it has also been adapted to specifically prepare teachers for teaching the German language to foreign students.[31] For this purpose, pedagogical theories, didactical methods and strategies have been built into the language education programme, so that students are vocationally prepared for the language teaching profession.

It follows, then, that designing a curriculum for VOLL is a very pragmatic process. It is governed by learner needs, language learning goals, outcomes and specific learning

[30] German-as-a-Foreign-Language programme has two different descriptions. First, the programme allows for the teaching of German to individuals with different native languages (L1) and/or second languages (L2). Secondly, the programme prepares individuals with an advanced level of competence in German language to teach students who might want to learn the language.

[31]The German-as-a-Foreign-Language programme (i.e. the second featured type) is offered in various higher institutions in Germany at both Bachelor's and Master's degree levels. See: http://www.goethe.de/ges/spa/dos/daf/stu/aus/enindex.htm.

objectives,[32] feasible within the scope of FLL. In the next section, issues concerning the acquisition of communicative competence within a VOLL curriculum will be discussed.

2.1.1 Communicative competence and VOLL

Evidently, the key competencies developed in a language classroom are communicative competence[33] and intercultural competence[34]. Communicative competence has been described as:

> […] knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular speech community. Communicative competence includes:[…] grammatical competence […] sociolinguistic competence (also sociocultural competence) […] discourse competence (sometimes considered part of sociolinguistic competence) […] strategic competence […]. (Richards/Schmidt 2002:90).

It forms part of specific job-related skills, which learners (who, largely, are present or future employers/employees) are expected to have developed in the course of language lessons. Funk (2001:967) discusses certain comprehensive occupation-related requirements, which may be categorised under communicative competence. The key vocation-related competencies for VOLL-classrooms are information processing, social conduct/capacity for teamwork, self-reliance and initiative, and capacity for criticism/self assessment. These can be broken up into smaller tasks that can be used to develop both receptive and productive skills in the VOLL-classroom. For instance, learners can acquire the information processing skills both in receptive and productive forms. During telephone conversation, notes are taken, the information received is repeated or requests are made for the information to be repeated. Information must be processed immediately and simultaneously while using the media (telephone or email).

Funk (ibid.) explains further that learners also learn to do computer-dependent information research and processing. Aside from this, the class involves a deliberate training of global and selective reading and listening strategies. Social conduct and capacity to work in

[32] Learning objectives have been describes as clear statements of what learners should have learnt by the end of a task, lesson, scheme of work or course of study. They provide focus and direction and are sometimes referred to as 'learning outcomes' (Wallace 2009, cf Kennedy/Hyland/Ryan 2006:5).
[33] Cf. CEFR 2001:108-130, Lustig/Koester 2010:65, Schmenk 2005:62.
[34] This is also known as 'intercultural communicative competence' Cf. Corbett 2003:2).

a team can be developed when learners work as partners or in small groups in the classroom as a preparation for future workplaces. Learners are prompted and encouraged to use their own initiative in group projects and even in lesson plans, where they liase with the teacher. The ability to offer criticism as well as self assessment can also be developed through fellow student corrections and short reflective moments (especially with the use of questionnaires). Doing this, language students learn to handle errors, personally and from peers; a skill that is essential in vocational situations (cf. Funk 2001:969-972).

VOLL as an adaptive concept can therefore be incorporated into every aspect of language learning, such as grammar (word, sentence and text composition) and vocabulary. Thus, it can be used to develop the communicative competence of learners in relation to vocational expectations.[35]

2.1.2 Intercultural competence and VOLL

Likewise, the significance of intercultural competence in VOLL cannot be over-emphasised. Intercultural competence is considered a key qualification in a globalised world (cf. Straub/Weidemann/Weidemann 2007:1). It is a widely discussed topic[36] and because of its immensity and complexity, is generally described by its features. According to Byram (2008:163),[37] intercultural competence embraces certain key components, namely: attitude, knowledge, the skill of interpreting and relating as well as the skill of discovery and interaction. Byram (ibid.) gives a detailed description of the four as:

- attitudes: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own;
- knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction;
- skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own;

[35] See Chapter 6 for the application of this to the case study.
[36] Amongst others, renowned authors in this subject are: Byram (2008), Müller-Jacquier (2000), Altmayer (2004).
[37] See also Deardorff (2011:40-41), Grimm (2010:140), Witte 2011:89.

- skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

With regard to FLL and FLT, language and culture are considered inseparable (cf. Witte 2011:91, Altmayer 2004:1). Hence, acquiring intercultural competence is one of the goals of FLL, to enable learners to gain access to the culture of the language(s) being learnt (cf. Witte 2011:95). The key components in Byram's (2008:163) description of intercultural competence are therefore expected to have been developed by the time an FL learner achieves mastery of an FL. In Corbett's (2003:2) opinion, language learners with intercultural training have learned "to be 'diplomats', able to view different cultures from a perspective of informed understanding."[38] They no longer see a foreign culture through the 'lens' of their own culture, but now possess a wider cultural horizon. Based on their FL knowledge and exposure, they have a better understanding and can, in the future, view other cultures through their newly acquired knowledge.

Moreover, because of its significance in the global world village and in the FL class, the concept 'intercultural competence' already has more than a single 'justification' for its necessity in the VOLL classroom. VOLL lessons prepare learners for their possible future occupation within and beyond national boundaries and cultures. Brewster (1995:4) reiterates this necessity:

> Language learning, especially in the vocational context, must stress these ideas. The ability to place oneself 'in another person's shoes', to understand another mentality, to listen well, and to be able to 'meet the person on one's own turf' must be the basis for didactic and methodological considerations in designing ESP courses. Ideally, L2 learners in this vocational context should be able to get the point across and understand their partner's situation and perspective […].

Therefore, in the VOLL classroom, similar to modern general language learning classrooms, where the intercultural approach[39] is fundamental to the acquisition of

[38] Barkowski/Eßer (2005:93) explain that FL learners see the target culture through the specs of their individual cultures. See also Guilherme 2000:297.

[39] The intercultural approach is based on the fact that language learners already possess a linguistic as well as a cultural competence in at least one language. They bring this competence with them into the FL classroom. This competence is however not redundant in the FLL process, as it is the basis on which the FL is acquired through text reading and discussions that ensue thereafter. The text (written, oral, visual or audio) and its comprehension is of paramount importance under this approach. This approach was originally used in foreign countries (i.e. not in Germany) (cf. Barkowski/Eßer 2005:93, Neuner/Hunfeld 1993:117, Rosler 1994:107-11). By use of the

intercultural competence, texts (audio, visual and/or written texts) on relevant and carefully-chosen topics from the target culture serve as the basis of discussion (cf. Neuner/Hunfeld 1993:117). In Kuhn's (2007:231) opinion, intercultural encounters in a VOLL classroom entail dealing with topics, materials and specific situations relating to the working environment. On the one hand, these confront learners with 'the unknown'; on the other hand, with their individual personalities, experiences, and cultures.

Furthermore, Krumm (1992:19) highlights some methodological steps to intercultural learning in a VOLL classroom for German. These include systematic perception training and sensitization to personal cultural impressions. In addition, there is a need for a deliberate confrontation with, or an intentional comparison of, personal cultural beliefs and manifestations of the cultural appearance of German-speaking countries. These refer to the working environment, its structures, hierarchies and peripheral establishments (like the employment agency or vocational school). Another step is to ensure research on meaning as well as a compilation of meanings. Learners may also gather contrastive cultural experiences and as a result, produce an empirical report. It is likewise important that the learners' previous knowledge is activated, using mind-maps and inquiries. Simplified versions of these steps may be applied to cultural themes such as greeting, respect, working environment, invitations and appointments as well as body language (cf. Kuhn 2007:232). Likewise, learners acquire skills for dealing with misunderstandings in intercultural encounters (cf. Zeuner 2001:61-64). In effect, intercultural competence appears to be of much more significance in VOLL than it is in a general FLL forum. It is a requirement in the prospective working environment, where co-workers come from other cultures, thus presenting the FL learner with a cross-cultural situation, in which he/she has to act and interact.

In summary, in a vocationally-oriented FLL forum, students become motivated and their motivation is sustained because VOLL is directly linked to specific (present or future) learner needs, and by extension, societal needs. In addition, there is room for preparing learners for their workplace, irrespective of any specific profession. VOLL is the intermediate category between general language learning and specific occupation-related (communication)

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approach, FL learners compare and contrast their own cultures with that of the FL being learnt. This leads to a further reflection about their own culture, the reduction of stereotypes, a perception of common grounds and differences in the languages and culture as well as the development of intercultural competence (cf. Oyetoyan 2009:7).

training. While it is generally unspecific in nature because its scope extends beyond a specific profession, VOLL can be adapted to suit specific occupational needs of the learner. In VOLL, learners are encouraged to develop both intercultural and communicative language competencies in an intensified manner, due to the vocational orientation and preparation involved. In relation to translation in FLL, historical and contemporary features of language mediation in FLT will be appraised in section 2.2.

2.2 History of translation in FLT

Translation involves transferring written contents from one language into another language, such that the meaning (and possibly, also the form) of the source text (ST) is retained in the target text (TT) (cf. Cook 2010:55, Richards/Schmidt 2002:563). It is generally a product-oriented activity outside the scope of the language classroom, and thus an end in itself (cf. Cook 2010:30). In FLT and related disciplines, translation has been a vibrant, long discussed and controversial topic.[40] Traditionally, the GTM was used as a tool in FLT to assess the level of the internalisation of the grammar. According to Königs (2003:315), under the GTM, translation was done from the mother tongue (L1) into the FL and vice versa (Hin- und Herübersetzen). Translation into the FL (Hinübersetzen) was considered inappropriate by linguists because it required that learners translated into a language in which they were not yet competent. Further, traditional translation exercises included the translation of separate incoherent sentences that had no unifying context. This was also criticised as negative and replaced with the translation of texts in context (cf. Königs 2003:316, Sepp 1981:86). One advantage of the method was that it promoted writing skills. However, another major criticism against translation in FLT was that it concentrated on developing only two language skills, reading and writing, while the listening and the speaking skills were neglected[41] (cf. Königs 2001:956-957, House 2001:258, Gnutzmann 2009:54-55).

Further, even after the GTM was rejected, translation as a topic in FLT continued to be criticised. During the era of the Audio Lingual? Method (ALM), translation found disapproval, as it was bi-directional, thus going against the "[…] principle of monolingual

[40] As this historical part of the chapter is meant only to give a brief overview, details on the specific eras of this language teaching method will be omitted.
[41] See section 2.3.2 for a further discussion on the negative criticism that the issue of translation in FLT attracted.

learning […]" (Gnutzmann (2009:55-57).[42] At the advent of the communicative approach, translation was "un-communicative", because it favoured reading and writing, rather than the oral and listening skills. It also did not foster interaction between learners as the working and social order, because learners did more individual work. Thus, the spoken and social aspects of language learning were rather neglected. In addition, it was also reported that many of the texts chosen for translation during language learning were considered "uninteresting and irrelevant" (Gnutzmann 2009:56).

Finally, the intercultural approach to language teaching is one which formally acknowledges and allows the presence of both the FL as well as the first language (L1) of learners (cf. Henrici 2001:848-849, Rösler 1994:107-110). Within this approach, learners are explicitly made to become aware of the similarities and differences between their indigenous language(s) and culture(s) and the FL with the foreign culture during classroom discourse. This, according to Delisle (1988:26), is called academic or pedagogical translation that "[…] is intended to help students acquire the rudiments of a language, or at a more advanced level, to perfect style […] never an end in itself, but always a means." It may be deduced that translation was used as a tool for language and cultural awareness, because of the pronounced presence of at least two languages in the course of FLL, which allows for a contrast between the two (or more) languages present. In essence, translation has graduated through the years from being outlawed in FLT to becoming a legitimate tool for language learning. Further considerations on translation in modern FLT and FLL will be discussed in section 2.3.

2.3 Translation-related trends in contemporary FLT

Evidently, translation in FLT has evolved from an assumed status as an obstruction to the acquisition of language and the development of social skills. It is being considered and developed as an activity that can foster the language learning process, opening up new avenues for language use, interaction and practice. Generally, language teachers and scholars have come to perceive translation as an inevitable part of language learning.[43] In section 2.3.1,

[42]See also Sepp 1981:84.

[43] An example is the fact that even in international conferences on GFL, there are sections for translating and interpreting. Cf. Barkowski et al. 2011.

contributions from the Council of Europe in relation to the issue of translation in language pedagogy will be discussed.

2.3.1 The Common European Framework of Reference for Languages (CEFR)

First, the CEFR recognises the aim of teaching or learning a language as the acquisition of communicative language skills. Beyond this, it seeks to encourage plurilingualism[44] in the language learning process (cf. Council of Europe 2001:10). The communicative language skills (listening, speaking, reading, writing, translating and interpreting) are to be acquired in different language learning activities, such as interaction, production, reception and also mediation[45] (ibid., 43). According to the CEFR, translation is a language activity that draws on the mediatory language competence[46] of the learner. The CEFR makes distinctions between oral and written mediation, with examples of situative contexts within which such interactions may occur (ibid., 87). This language activity "[occupies] an important position in the normal linguistic functioning of our societies" and may be intra-lingual or interlingual[47] (cf. ibid., 14, 87). This framework also highlights some strategies that language users draw upon during mediatory activities, which learners should become aware of in language classrooms.

Another noteworthy aspect of the CEFR in FLL settings is the measurement scales of the proficiency levels in relation to the language activities. The six proficiency levels are labelled A1, A2, B1, B2, C1 and C2 respectively. In other words, the A, B, C proficiency levels can be tagged 'beginner's level, intermediate level and advanced level' respectively. These levels are further categorised descriptively as presented in Fig. 4.

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[44] 'Plurilingualism' is a term highly relevant in the CEFR. It refers to an individual's ability to relate, not only in three or more languages, but also socially in the different cultural contexts of the different languages. In, such cases, the acquired knowledge and experiences of languages become part of the individual's communicative competence, in which the languages also interrelate and interact (cf. Council of Europe 2001:4).

[45] Mediation as an activity encompasses translating and interpreting tasks (cf. Council of Europe 2001:14)

[46] "…language competences are those which empower a person to act using specifically linguistic means." (Council of Europe 2001: 9).

[47] This embraces translation within the same language (simplification of words for easy comprehension of others) as well as between different languages (cf. Glabionat et al. 2005:106-107).

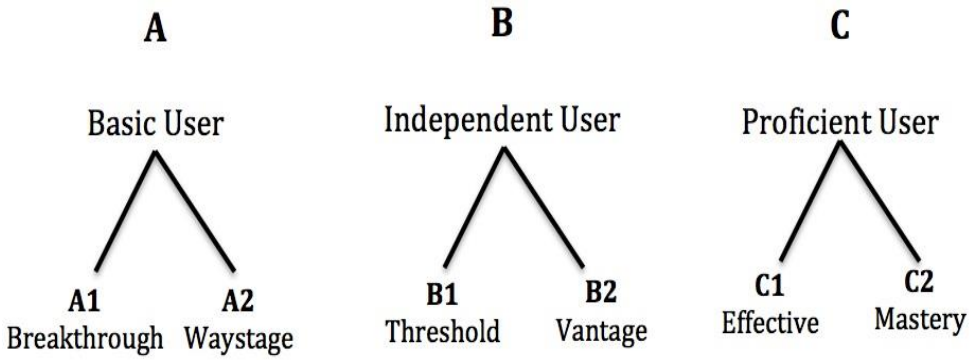

Fig. 4: Language Proficiency Levels (cf. Council of Europe 2001:23)

The Council of Europe also recognises the fact that there might be scaled steps between the steps shown in Fig. 4 after the Waystage level has been reached, so that there are also A2+, B1+, and B2+. (ibid., 31-33). The importance of these scales is that they are very practical for splitting up the learning process during curriculum design and possibly lesson planning processes (ibid., 17). Hence, where translation is involved, the scales may serve as an orientation tool for determining the learning goals and amount of exercises as well as the difficulty levels in the tasks of each language level.

However, with reference to language mediation activities, it is noteworthy that the CEFR provides neither descriptors nor illustrative scales. The framework (i.e., CEFR) only gives an overview of tasks and strategies involved in language mediation contexts as already discussed above (ibid., 87-88) Thus, it leaves room for users of the framework to determine the mediating activities and the media to be used in its adaptation to classroom activities (ibid., 43-44). One of such adaptations is the '*Profile Deutsch'*, adapted for the purpose of teaching GFL and clearly reflecting language mediation tasks.

Profile Deutsch contains learning goal definitions for the six language proficiency levels determined by the Council of Europe. Descriptors of mediatory activities and skills related to German language learning are therefore presented illustratively, using global and detailed 'can-do' definitions. Global and detailed 'can-do' descriptors outline written and oral mediation activities in both interlingual and intralingual forms (cf. Glabionat et al. 2005:106-107). Global 'can do' descriptors do not contain possible examples of the related tasks, while the detailed descriptors usually contain several examples using different scenarios. At the Breakthrough stage (the A1 proficiency level); oral mediation activity from German language includes 'can do' statements, such as:

- Can pass down important information that contain names and numbers from short oral German statements to another person (whose language is different) in their common language.

- Can pass down important information that are simple, relate to day-to-day and familiar topics expressions from short oral German statements to another person (whose language is different) in their common language.
- Can pass down several pieces of information from short written texts, usually a German text in a list form on familiar topics to another person (whose language is different) in their common language.

Examples of oral mediation from another language into German in 'can do' statements (also at the A1 proficiency level) are:

- Can pass down commonly used information or questions in very familiar situations from another language in German
- Can hand down simple pieces of information from sign posts and inscriptions written in another language to German language speakers in separate words (Glabionat et al. (2005:114 - 115).

On the whole, *Profile Deutsch* gives an overview of mediatory activities up to the mastery level (C2), where, because of his/her competence in both languages (L1 and the German language), the learner is ideally able to speak or write on all subjects and switch intermittently between the two languages, as the need arises (cf. Glabionat et al. 2005:212-213, see also 59, 126-129, 148-151, 172-174).[48] One significant and obvious viewpoint from the CEFR and subsequently the *Profile Deutsch* is that both openly encourage the presence and importance of the learners' own language(s) due to the plurilingual goal of FLL in Europe. This is contrary to the traditional opinion in FLT, in which the involvement of the learners' L1, especially during the era of the GTM, was rejected. The next section discusses current scholarly perspectives on the translating theme within FLL and FLT.

2.3.2 Scholarly perspectives on translation in FLL

Several language scholars have continually shown that translation is a skill that can be trained formally in FLL contexts, both to foster an FL acquisition and to acquire translation

[48] See section 2.3.3 for further discussions on code-switching. See also appendix 2 for language mediation in '*Profile Deutsch*'.

competence[49]. According to Königs (2010:1040), translation within FLL is process-oriented. This is further illuminated by studies which have revealed distinctions between translation in language learning and translation for translation learning.[50] Translation in a language-learning programme, according to Schäffner (1998:132),

> […] means reproducing the message of the ST while paying attention to different linguistic structures (i.e. mainly the decoding-encoding view). Since the pedagogical aim is often the production of an interlingual version, the product does not really deserve the name 'TT' and the activity does not really deserve the name 'translating' either. Translation for professional purposes means text production for specific purposes […].

By this, Schäffner points to the fact that the translation process in language learning deals more with linguistic features rather than the writer's intention. Also excluded are the needs of the target audience, as is the case in professional translation settings. According to several cognitive and empirical studies on translation within language learning, FL learners are only able to process language at a lower level (other than that which is expected from learners studying translation or professionals) in issues of "comprehension, translation production and monitoring" (Ivanova 1998:98).[51] The complexity of the processing[52] that takes place during professional translation is considered an impossible task to be handled within the scope of FLL (cf. Königs 1994).

Further perspectives contradicting the inclusion of translation in FLL point to the fact that too much L1 during FLT interferes with or completely prevents language production in

[49] It is noteworthy that even though the rejection of translation within language pedagogy has reduced significantly in academic literature, there [is] not m[uch]evidence for teaching translation within FL pedagogy for acquiring the translation skills. As w[ill] be discussed [later] in the course of this chapter, translation here is often still seen more as a means to an end.

[50] Since the focus of this chapter is translation within FL pedagogy, translation for translation learning as it is within TS will be specifically discussed in Chapters 3 and 4.

[51] See also section 3.1.

[52] It is said that professional translation is complex because it is "progressively embedded in a number of contexts -interlinguistic (L1and L2 knowledge), intercultural (L1 and L2 cultures), communicative (ST writer-translator-TT readership), professional (agency-translator-client). This structure needs to be constantly activated and maintained in translating. In addition, the task has complex language processing requirements involving selection, co-ordination and monitoring of information at different levels – orthographic, semantic, syntactic, discoursal – and from different language systems which in turn suggests that the low level processes will need to be automated to an efficient higher level processing. […], it will require highly analysed and structured knowledge which can be used creatively in new contexts and in making evaluations and explanations" (Ivanova 1998:95)

the FL, causing negative transfer (cf. Königs 2010:1042-1043). Another argument is that other language skills are hindered, since translation places too many demands on the language lesson and the teacher regarding time and content (ibid.). According to this school of thought, translation into the L1 interferes with the comprehension process and is not precise enough, when used as a tool for uncovering meaning, thereby preventing the automatisation of language production in the FL. In addition, many language teachers do not themselves have the translating competence acquired through the relevant theories and didactic means (Kautz 2011:229). Also to be considered is the incorporation of translation into a general language-learning programme, which requires time and methodical preparations. Learners' language competence is often not advanced enough for considerations to be made for 'real' mediation (ibid.). Lastly, there are still doubts about considering functional translation as a part of general FLL because of its complexity (ibid.).[53] This complexity, (as shown in a model of the translation process from a didactic perspective) exists, because non-linear and recursively related factual knowledge, skills and abilities are demanded during translation, requiring linkage and practical application (cf. Nord 1996:314, 1997:95).

Nevertheless, the supporting ideas show that translation gives the necessary view of the structural divergence between the L1 and the FL, therefore strengthening learners' language awareness. It serves as a catalyst for reflection about language in general and for discussions about language contrasts and similarities. It prevents negative transfer, simplifies the storage of lexical information and boosts the colloquial expression in both languages. In addition, it assists in training learners to use monolingual and bilingual dictionaries. It promotes and helps in monitoring text comprehension. Through its complexity, it counterchecks the isolation of individual language skills, which lacks contact with reality, since translation is a component of communication in the FL outside the language class – especially in the case of German as a second language – and is an unavoidable tool for issues of meaning. Learners themselves are said to be interested in acquiring mediatory competence. They are familiar with translations as products and should be prepared for it professionally, since they would likely be confronted with it in their future careers. Besides, using authentic texts during translation also serves the purpose of imparting cultural, as well as universal, knowledge (cf.

[53] For further discussions on the 'Pros and Cons of translation in FL', see also: Hentschel 2009:15-29, Zojer 2009:33-36, House 2001:258–259, Malmkjaer 1998:6, Königs 1998:95-97.

König 2010:1042, House 2001:329, Kautz 2011:228, Zojer 2009:34-36). As a result of the ineluctability of translation in language acquisition as proven by cognitive and bilingual studies, advocates for the re-invention of translation in FLL also include Butzkamm (2003:31-37) and Witte (2009:84-89).

Therefore translation exercises are now considered to have a stronger base in FLT and can be used to foster interaction in the classroom. Translation lessons are to be integrated alongside lessons for training other language skills, using real life scenarios (cf. Königs 2010:1044-1045, House 1986:179-194, 2010:328-329). In environments outside German speaking borders where the acquisition of mediatory language skills is often not explicitly stated as a learning goal due to lack of competent individuals in the translation and interpretation fields, Königs (1994:116-136) suggests a "self-reflective"[54] process.

In addition, discussions covering the use of translation for acquiring the translating skill show that translation is best done with advanced students of the language (House 1981:192, cf. Kautz 2011:227). Having made a distinction between 'communicative translation' and pedagogic translation, and proposing a functional and pragmatic approach to the theme 'translation within the FLL setting', House (2010:324) suggests that language learners should be taught these distinctions explicitly. FL teachers should be equipped with the necessary training for teaching translation within an FL class, so that they may know its prospects and limits, thus avoiding the unproductive GTM (cf. House 2010:330). Kautz (2011:230) advocates language teachers to not only get to know about the special requirements expected from language mediators, but they should also include these in the teaching curriculum of FL programmes. These transcend both the native and FL competencies. The essential requirements are: certainty in the interpretation of the translation order, effective textual analysis of the ST, goal-oriented research, quick familiarisation with new facts and subject fields, a dependable appraisal of the needs of the client, writer and user of the translation, recognition of translation problems and selection of suitable procedures for their solutions, professional handling of the letterpress and layout (ibid.).[55]

[54] Cf. Königs 1994:116-136.

[55] Kautz (2011:230) postulates that translation briefs and quick familiarisation with new facts amongst other things may not be handled within a general FLL programme.

Moreover, Ivanova (1998:91-109) gives an overview of which demands are faced educating "the language elite" [56] into becoming a translator in an L2 classroom. According to Ivanova (ibid.), it might just be possible to include a translation module as a vocational training option within second language teaching, manipulating the "cognitive complexity" of professional translation to suit different study goals (ibid., 96). Apart from that, "the task complexity will have to be selectively minimised and its goal-structure simplified to take into account the status of the developing interlanguage system of the L2 learner" (ibid.). This view corresponds with König's "pedagogical structuring or patterning of texts" (Königs 1985:43).[57] The advantages of such, according to the empirical report, are:

> […] (a) a highly analysed knowledge at the lexical, grammatical and discourse levels (b) improved control of processing at these levels (c) development of the learner's translation processing strategies
>
> (Ivanova 1998:96).

Altogether, translation in FLT has been evolving to the extent that it is no longer entirely disapproved. Nonetheless, there has been very little occurrence of language mediation in teaching and learning materials for developing both aspects of the language mediation competence. An analysis of six different textbooks for different levels of language proficiency revealed that language mediation had not been included as part of the learning objectives for which the course books could be used.[58] Nonetheless, with reference to the various scholarly arguments for rationalizing the roles of translation in language learning, the supporting arguments outweigh the opposing viewpoints, i.e., the benefits of translating in FLL have been validated and exceed its disadvantages. Translating in an FLL is presently considered more as a factor promoting language learning, rather than hindering it. Apart from that, there are further opinions for the use of translation in FLT for the single purpose of developing translation competence as a vocational preparation. It is therefore conspicuous that the scope

[56] The 'language elite' refers to the FL graduate or an individual who must have gone through a series of language classes and has become competent in that language (cf. Ivanova 1998:90).
[57] See section 2.3.4 for a detailed description.
[58] The course and workbooks analysed are: 'Themen Aktuell 2', 'Themen Aktuell 3', 'Alltag, Beruf &Co' 'Genial – Deutsch als Fremdsprache für Jügendlichen', ‚Studio D A1, A2, B1, B2', ‚Wirtschaftsdeutsch für Anfänger',Berliner Platz Neu 2'. See Krumm/Ohms-Duszenko 2001:1033-1041 and Neuner 2003:399-402 for further discussions on coursebook analysis.

of translation in FL pedagogy goes beyond mere language learning functions. Arguments in favour of the use of translation for vocational training show that certain aspects of professional translation training can be adapted to FLT to prepare FL learners vocationally. Considering the curriculum planning provisions as determined in VOLL (as discussed in section 2.1), translation may be formally handled in FLT. Since translating always has to do with the presence of more than one language, translation in relation to language proficiencies in two or more languages will be addressed in section 2.3.3.

2.3.3 Bilingualism, multilingualism and translation in the foreign language class

Bilingualism denotes an individual's communicative competence in two languages, whereby the two languages can be used alternately (cf. Apeltauer 2001:628). Multilingualism often begins with the use of three languages (at least two languages apart from the L1) (cf. Wilton 2009:45, Kemp 2009:15). Plurilingualism,[59] refers to an individual's ability to relate, (not only in three or more languages, but also) socially in the different cultural contexts of the different languages. As such, the acquired knowledge and experiences of languages become part of the individual's communicative competence, in which these languages also interrelate and interact (cf. Council of Europe 2001:4, Kemp (ibid.), Wilton 2009:50-51). Concerning language skills, bilingual or multilingual competence may be measured productively and receptively. Some bilinguals can write or speak in two languages actively, while others have only developed bilingual competence in receptive skills. For some, at least one language skill is developed, whereas others are just acquiring the second language competence (ascendant bilinguals) (Garcia 2009). This is contrary to the maximalist perception of bilingualism, where bilinguals are said to have attained perfection in the two languages; or to the perspective on balanced bilingualism, where individuals have equal competence in both languages. These last two classifications are considered rather idealistic than realistic (cf. Baker 2011:7-8, Bausch 2007:439-440). Further aspects[60] in studies on bilingualism include among other things: the context of the use of both languages (functional bilingualism), age

[59] Plurilingualism specifically describes an individual's use of three or more languages while multilingualism is sometimes used for the description of the use of multiple languages both by individuals and in a community (cf. Kemp 2009:15).
[60] These aspects are mentioned here only to give an overview.

(simultaneous and sequential bilingualism), elective and circumstantial bilingualism as well as semilingualism (cf. Baker 2011:3-5, 10, Bausch 2007:440-442). In FLT, the subjects 'bilingualism and multilingualism' have received more attention due to several developments. First, globalisation[61] and migration makes competence in more than one indigenous language a necessity. As Cook (2010:39) puts it:

> Mass migration and global communication work against any simple equation of nation, culture, and language […] of the kind which was the basis of various ideologies of nationalism in the past […].

Secondly, the pursuit towards unity among members of the European Union (EU), the Council of Europe considers the diversity of languages in Europe as a resource to be developed in educational settings for the enhancement of communication and interaction among Europeans (cf. Council of Europe 2001:2). Hence, facilities are deliberately provided to encourage the European populace to learn the languages and develop cultural awareness of member states in the EU (cf. Council of Europe 2001:3).[62] In addition, scholars tend to view bilingualism positively because of the several cognitive advantages[63] as in the case of relatively balanced bilinguals. Some benefits of bilingualism include increased communicative sensitivity,[64] "selection of attention to problems, inhibition of attention to misleading information, and switching quickly between competing alternatives" (cf. Bialystok et al. 2004:291). An overall advantage of bilingualism is the increased metalinguistic abilities it affords bilingual individuals, which also aids in noting and correcting errors (Galambos/Hakuta 1988:153).[65]

Moreover, more emphasis has been placed on bilingualism as it is considered the basic prototype for multilingualism and/or plurilingualism. Wilton (2009:48) states:

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[61] Globalisation is described as "the observable ongoing process of the increasing and ever-more intensive interconnectedness of communications, events, activities and relationships taking place at the local, national or international level" (Block 2006:3).

[62] See also. Richards//Schmidt 2011:153-155, 161, Baker 2011, Bausch 2007:442.

[63] In the first place, the process of acquiring a second FL (ascendant bilingualism) is considered an academic activity, aimed at "sharpening the mind and developing the intellect" (Baker 2011:3, 120).

[64] Communicative sensitivity refers to the ability of bilinguals to know which language to speak in a particular situation. This abilty makes them know when to switch in between languages (Baker 2011:157).

[65] Studies have shown that the experiments mentioned about bilinguals were limited to certain " relatively balanced bilinguals" (Baker 2011:154, 160-162). However, not all bilinguals might have attained the level of cognitive control attained by such 'balanced bilinguals'.

> […]The reason for such extensive research on bi- rather than multilingualism can been [sic] seen in the belief that the most important differences are to be found between the acquisition of a first and another language (e. g. Tracy 2007) and not between a second and third or following language. Indeed many important insights of multilingual acquisition and use have been gained from bilingualism studies. Elwert (1973), in describing his multilingual childhood and adolescence, uses the term and the concept of bilingualism and only occasionally uses the term multilingualism as a synonym: […]

In determining the degree of proficiency required for an individual to be classified as a multilingual, Kemp (2009:18-19) explains that the cue is taken from studies on bilingualism. Thus, the qualifications for multilingualism do not include language proficiency up to a native speaker level because each language of the multilingual is considered "a part of a complete system and not equivalent in representation or processing to the language of a monolingual speaker" (Kemp 2009:19). It develops throughout their lifetime and may not be completely measured at just one single point in time of their lives. With reference to the previously discussed viewpoints on bilingualism, studies in multilingual research have also pointed to the fact that the pursuit of a native-like competence in the individual languages a multilingual is proficient in, amounts to a 'mirage' (cf. Gunesch 2003:218).

With regard to translation, both bilingualism and (by extension), multilingualism in FLL seems to have provided an automatic platform for translation with the presence of two languages in the language classroom. The bilingual method of language teaching uses the students' L1 to establish the meanings of the second language (cf. Macaro 2009:38-39, 48). Concerning learners who may be classified as 'ascendant bilinguals,[66] cognitive language and bilingual studies have shown that switching to the L1 compensates for a limited level of proficiency in the TL. It is a communication strategy (a fallback strategy) beneficial to second and FL learners, because it serves as a relief to the many heavy cognitive loads of language tasks (cf. Turnbull/Dailey-O'Cain 2009:5-6, Dailey-O'Cain/Liebscher 2009:134-142).[67] This kind of translation of thoughts - which would have ordinarily been expressed in the L2, had there been sufficient vocabulary - from L2 into L1 underlies the recall of translation into

[66] See 'ascendant bilingualism' as previously discussed.

[67] Cook (2008:107-108, 174-175) differentiates switches in languages. On the one hand. 'language switch' describes a learner's change from the second language (L2) to his/her first language (L1) in discourse, whereby the communication partner (e.g. fellow student/teacher) does not know the L1. On the other hand, code-switching is usually used to describe the change from one language to the other in discourse between two bilinguals who understand both languages. It is the intra-sentential or inter-sentential use of two languages. Both forms of switching take place in L2 or FL.

FLT.[68] Thus, even while it has been rejected as a suitable language teaching method in the past, translation has been an evident part of language learning because of the bilingual status of the language classroom. Nonetheless, translation in this sense is specifically for a pedagogical purpose, (i.e., the learning of the FL in question) and not for conveying meaning to a specific target audience, as is mostly the case in professional translation settings.

In addition, there have been several discussions regarding the relationship between bilingualism and translation. It is assumed that bilingual competence corresponds to translation competence (cf. Kadosh 2007:1). On the one hand, the fact that bilinguals spontaneously switch codes[69] seems to suggest that they have acquired translating competence. According to Kadosh (ibid.), the assumption is that bilinguals can translate satisfactorily, producing high quality translations. This is because they are able to express their thoughts and ideas in two different languages (comfortably); and they may even be said to have acquired a native speaker competence in a second language (balanced bilinguals). On the contrary, this viewpoint may be unreliable, considering the fact that arriving at a state of balanced bilingualism is only an ideal, often regarded as improbable. Bilinguals (i.e., the different classifications of bilinguals) do not necessarily possess the required proficiency in all the language skills required in mediation. Grosjean (2001:11) emphasises this, explaining the situation of bilinguals who are not translators, and states:

> In fact, bilinguals acquire and use their languages for different purposes, in different domains of life, with different people. […] It is thus perfectly normal to find bilinguals who […] can only speak about a particular subject in one of their languages. This explains in part why bilinguals are usually poor interpreters and translators. Not only are specific skills required, but interpretation and translation entail that one has identical lexical knowledge in the two languages, something that most bilinguals do not have.

Nevertheless, the assumption may have emanated from the fact that even in a state of ascendant bilingualism, meaningful (communicative) mediation takes place (cf. Glabionat et al. 2005:106-107). Hence, there is always an intersection between the state of being bilingual and the act of mediation. Lörscher (2012:3, 13-14) also argues that individuals with subordinate (ascendant) bilingualism typically have not acquired the "meta-lingual and meta-cultural awareness" that is required for translation, so that being able to use two languages

[68] Cf. Gnutzmann 2009:71-72, Witte 2009:89.
[69] Cf. Ivanova 1998:100.

simultaneously may not necessarily include transferring meaning and forms within two languages. A basic requirement for translation is, according to Kadosh (2007:1), excellent reading and writing skills.

In essence, even where language learners have acquired the near-native speaker competence (Level C2) in L2 as described by the Council of Europe (section 2.3.1) and have become bilingual or multilingual (as the case may be), they do not automatically possess the necessary vocational skills for the translating profession. The translating experiences of FL learners, developed during translation sessions for learning the FL, do not automatically equip them for translating tasks (i.e., real world translation). Bilingual or multilingual individuals may be able to translate vocationally, if their reading and writing skills alongside other 'side competences' (relevant for translating) are well developed in the respective languages. Further aspects of translation, such as theories, strategies and tools, for the purpose of translation as a vocation still need to be learnt. These will be discussed further in chapter 3. As texts are the material for the learning activity in both FLT and translation teaching, section 2.3.4 provides a review of literature on handling texts in FLT.

2.3.4 Dealing with texts

The written text is the primary material for the acquisition of the reading and writing skills, as well as translating skill. The definition, purpose and function of texts as well as methods of handling texts for general language learning purposes for VOLL and particularly during translation in FLL will be examined. A text has been described as:

> a segment of spoken or written language that […] has distinctive structural and discourse characteristics, […] has a particular communicative function or purpose", and " […] can often only be fully understood in relation to the context in which it occurs
>
> (Richards/Schmidt 2002:549)

A text, usually larger than a sentence, communicates a message for a specific purpose within a particular context, with words that are logically arranged, so that the message is comprehended by the recipient (cf. Reuter 2001:574). A text is also considered as a communicative occurrence that meets certain standards of textuality, such as cohesion and coherence, intentionality and acceptability, informativity, as well as situationality and intertextuality (cf. Beaugrande/Dressler 1981:3-11, Esser 2009:9). However, Schmitt (1997:17) disagrees with Beaugrande/Dressler's (ibid.) definition of cohesion, and argues that a spare part list, for instance, should not be seen as a 'non-text' or a deficient text because it is only coherent (with logical connection between the elements), but not cohesive (i. e. with little or without lexical or syntactic connection). Schmitt (ibid.) refers to Gläser's (1990:48)

perspective about such 'quasi-texts', and maintains that having them written out as full texts would make them more difficult to understand. This would then lead to a loss of the feature 'intertextuality' and of the status as 'text'. Schmitt (ibid.) concludes that cohesion should not be a criteria for defining texts if such spare part lists are not considered text. This perspective redefines texts, since quasi-texts serve a communicative purpose in spite of their seemingly non-cohesive attributes.

Non-verbal text elements (for instance, pictures) are also considered as texts since they provide information (cf. Schmitt 1997b:24, 1998:266). While the word 'text' has many definitions from different scholars, the various definitions place the emphasis on the communicative function of the text, as well as on the structure of its constituents. Within FLL, especially with the introduction of the intercultural approach to FLL, a text is considered as key to acquiring communicative competence in the FL and is paramount for contrastive discourse analysis[70]

Generally, texts serve different purposes in FLL. The primary purpose of a text is to be read and understood, after which the text might be used to foster verbal interaction as well as to develop listening and writing skills (cf. Mummert/Krumm 2001:942, Longacre 2000:170). However, texts are also used in teaching specific concepts and themes, such as cultural aspects of a FL (cf. Bettermann 2001:1253-1262). Language learners, while learning to deal with texts, acquire what may be known as 'textual competence'[71] in the process. Willkop (2001:322) emphasises the need for this and states that working in an FL with any kind of text demands the acquisition of knowledge for textual analysis. Thus while teaching (reading) comprehension, or even while selecting or assessing texts, it is a necessity to include a linguistic text analysis (TA). Usually, a linguistic analysis of texts requires knowledge of text types[72] and text classifications,[73] criteria and parameters[74] (cf. Thurmair 2001:269-280, Heinemann 2001:300-313).

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[70] Contrastive analysis is the comparison of the linguistic system of two languages, often for the prediction of difficulties caused by language interference from the L1 (cf. Richards//Schmidt 2002:119).

[71] Text competence, also usually discussed within the broader topic 'discourse competence' is one of the communicative goals of FLL. Text competence is the ability to "combine grammatical forms and meanings to produce different types of […] written texts […]" (Leung 2005:123). It is the ability to create cohesive and coherent texts (Council of Europe 2001:123, cf. Paltridge 2006:7).

[72] A text typology shows a classification of texts according to their attributes or function. (cf. Göpferich 1995:58).

[73] See Göpferich 1995:58-183.

Typically, TA has been found to be very relevant in FLT. This is because through texts (and the analysis of its constituents), provisions are made for understanding both the linguistic and cultural elements necessary for developing communicative competence in an FL (cf. Stiefel 2009:109, Bettermann 2001:1253). According to Willkop (2001:322), working in an FL with texts requires fundamental knowledge about texts and skill for such processes. Therefore, phases (or processes) in a linguistic analysis should be taught to learners for a listening or reading comprehension (cf. Willkop 2001:322). Willkop, (ibid., 314), giving a brief historical overview of approaches on linguistic analyses over time, states that the core of TA were initially intersentential issues (such as pronominals). Later on, the focus shifts to semantic and pragmatic aspects. Nowadays, the core of text linguistics has been extended to the procedural concepts of the term 'text'. This means that a text is no longer single-handedly considered the object of a textual analysis, but the processes of text production and reception are also involved (cf. Heinemann/Viehweger 1991, Antos 1997:44-45, 56-57).

From the perspective of Beaugrande and Dressler (1981), the analysis of the formal textures in a text (cohesion), which is the first form of analysis, entails an examination of the superficial context in a written discourse. This (superficial context) comprises of syntactic and lexical units and patterns, ellipsis, paraphrases, time relators and tense markers among other things (cf. Esser 2009:23-129). The second form of the analysis centres on the text content (coherence), which is deeper than the superficial texture, dealing with the semantic texture of a text. Issues of isotopy, macrostructures, networks and schema models are discussed here (cf. Willkop 2001:318-320, Esser 2009:131-163[75]). The third phase of textual analysis, as presented by Willkop (ibid., 320), includes an analysis of superstructures, textual themes and intentions, thematic function and progression.

[74] The criteria and parameters for classifying texts are generally internal or external factors in texts, formal or functional as well as structural or pragmatic features in texts. (cf. Hess-Lüttich 2001:283). The criteria for choosing texts for use in an FL classroom often differ and depend on the goals of the lesson. Texts are generally chosen, for instance, to give cultural training or to provide training for the reading and writing skills as well as the listening and speaking skills. Chosen texts must be checked especially for their informativeness (on the source culture) and their suitability to a specific learner group (cf. Tuk 2001:1082-1083, Bettermann 2001:1257).

[75] Esser (2009:73-75) presents corpus-linguistic approaches for text classification as the basis for a linguistic analysis of texts. This does not entirely follow the 3-phase model proposed by Willkop (2001) and the 4-phase model by Mummert//Krumm (2001) chronologically, even though there are converging points. The differences in the models will not be discussed in details in this study.

Using practical terms, Mummert and Krumm (2001:942) highlight three task domains of working with texts. These consist of: the comprehension domain (the superficial level, where the information is 'direct'), the analysis or the analysis and comment domain, (where the information in the text is indirect and the focus is on the structure, the significance (implication) and the direction of the text), and the evaluation domain, in which comments and opinions are given. A fourth area proposed would be to create a new text from the former one, i.e., creating a new text based on the TA done before-hand (cf. Schlewitt 1993:210). Further practical classroom methods for handling texts include the identification of text type features (such as function, addressee and structure), the provision of examples of text types analysed in class, discussion about the typical channel of a text type and a textual analysis in the classroom (cf. Medina 2002/2003:149-158).

Likewise, Bettermann (2001:1257-1258) suggests three phases of working with texts, namely: the 'pre-phase' which entails a 'global reading to become acquainted with the topic and some details, for the activation of the previous knowledge and the explanation of unfamiliar words. The second phase, in which the 'selective reading' takes place, helps in differentiating known and unknown pieces of information, after which individual details are then put together as a whole. Sentence meaning then becomes organised in connection to larger texts. The third phase is the phase in which a detailed reading takes place.[76] This serves the purpose of filling in missing information. Bettermann (ibid.) also proposes strategical ways of tapping into meanings in texts.[77] These strategies are particularly important for advanced learners, adult learners and learners in specialised FL education programmes, like LSP and TS (ibid., cf. Hartmut/Wendt 1991:4-6).

[76] Global reading means glancing over a text to get the central theme and to decide whether it is worth reading. Selective reading is the purposeful search for specific information in a text. A detailed reading involves reading the entire text. In this case, all pieces of information in it are important (cf. Ohm/Kuhn/Funk 2007:33).

[77] These strategies include getting information about unknown words, recognising and understanding the sentence structure (for instance, through 'fill-in-the gaps' tasks), formulating questions and finding answers to them within a text, as well as the application of prior knowledge and prior information for responding to open questions. Further strategies are: determining information deficits (external context of the text), investigating the text based on the external context, and creating a catalogue of inferential tips, searching the text for inferential tips (historical, geographical, political, economical, social/sociological, institutional/public or governmental, cultural, intellectual or ideological). They also include asking concrete questions about the text, conducting a final text survey, using all information media, and finally evaluating the background conditions (like the chronological perspectives, text types, and the authorial intent of the text).

The considerations above, though different, all point to the fact that texts are the core of language learning and are analysed at different levels to attain meaning.[78] Apart from this, dealing with texts in FLL does not end with the reception, rather with the production or re-creation of new texts, either in verbal or written forms. FL learners above the vantage level are expected to be able to deduce text meanings, applying relevant strategies which they should have encountered in their course of FLL. If the FL learner is already aware of those strategies, s/he is equipped with viable tools for handling relatively difficult 'textual encounters', such as may be found in specialised texts or in the translation field. The next section will specifically focus on handling LSP texts in FLL.

2.3.5 Specialised languages in FLT: didactic perspectives

Specialised languages[79] are common in both FLT and translation teaching. The focus in this section is to present the context(s) in which LSP features in FLT, and to consider the available possibilities for its use to aid vocational translation teaching (VOTT). Justification for the inclusion of technical language in FL research will be therefore discussed. Likewise, general and methodological issues on text genre, text typology, and the criteria for their selection for teaching in FLL as well as steps in their analysis will be included. Finally, scholarly discussions regarding the handling of technical texts for vocational translation will be examined.

Technical language has been identified by scholars in Applied Linguistics and related disciplines as a necessary part of FLL. The bases for this perception are the changes in language-related needs of societies and individuals. According to Roelcke (2009:6, 2010:7), science, technology and institutions take the main stage in everyday life, thus placing a demand on the society for an increase in expertise and specialisation in knowledge fields and professions. Thus, new prerequisites for communication become inevitable, especially in fields such as technology, medicine, business, culture, politics or administration. Competence

[78] It is noteworthy here that only central issues about text as a central element in foreign language communication have been briefly discussed in this section. Perspectives from scholars in Translation Studies are discussed in Chapter 3.

[79] This has been addressed in a number of ways by several scholars. Terminologies for this include: 'specialised language', 'specialised communication', 'technical communication', and 'scientific communication'. It is also a term widely used within translation and interpretation studies. The terms 'technical language, specialised language' and 'LSP' will be used in this section interchangeably.

in technical language fields (i.e., the active use of technical vocabulary as well as dealing with specialised texts in both oral and written forms) is one of the key qualifications required in settings of specialised communication and language education (Fluck 1998, Hoffmann/Kalverkaemper/Wiegand 1998). Invariably, teaching with LSP texts in the FL classroom prepares learners for better use of technical languages, both in further technical education or in future job situations.

In addition, Buhlmann/Fearn (2000:7) acknowledge that enrolment in an FL class for the mere purpose of language knowledge is declining; and assert the worldwide preference by language learners to learn a language for its practical benefits, which are usually vocation-oriented or education-oriented. These needs vary and depend on individual learners' objective(s) for enrolling in a language study or course. Hence, the key focus of technical language learning within FL pedagogy has been to equip the learner with skills needed to communicate in specialised subject-areas. Some further reasons for working with specialised texts in FLL settings are as follows: First, learners need them to learn to work out important facts independently. In addition, they need it for further professional qualification. The know-how for handling specialised texts is also important for following up lessons, preparing for examinations, as well as for lifelong learning (cf. Ohm/Kuhn/Funk 2007:31).

Moreover, the term 'specialised language' has been defined by several scholars, from different perspectives, some of which have been influenced by varying linguistic and technical communication models.[80] This, according to Eckardt (2000:6), is because specialised languages are often naturally used by a smaller group within a community in contrast to the open-ended 'common language', in which all members of a language

[80] The models are: the system linguistics' inventory model, the pragmalinguistics' context model and the cognitive linguistics' function model. The system linguistics' inventory model focuses on the linguistic system that underlies specialised communication. According to the model, a specialised language is the totality of all linguistic means used in a specific expertise communication area. Under this model, lexical inventory and the syntactic rules of the specialised language are paramount (cf. Hoffmann 1985:53). On the contrary, a technical language under the pragmalinguistics model, is considered as expressions from texts, whereby the focus is on the expressions and the conditions under which they were made. In other words, the emphasis in the model is both on the contents of the specialised language and the specialised communicative actions surrounding it (cf. Roelcke 2010:18, 22). Lastly, under the cognitive linguistic function model, the cognitive mechanism of a person is considered the exit point of linguistic consideration. It derives form and function of linguistic expressions from the intellectual standards of the person, and yet falls back on the results of interdisciplinary research (cf. Bierwisch 1987). In essence, the specialised language system and the specialised expressions made correspond to the cognitive mechanism of the individual, which, for a start, can be adequately explained by means of it (cf. Roelcke 2010:23, 28).

population partake. Apart from this, it is often used in relation to different specialist areas, for instance: technological and academic subject fields (Fluck 1996:11). In summary, technical language may be defined as a means for optimizing communication in specialised (technical) work or educational situations (cf. Hoffmann 1984:53, 2001:533-540). The overall significance of technical languages is that they provide a repertoire of (linguistic) codes for maximised and precise communication within an area of expertise.

In addition, researchers in text linguistics and specialised language linguistics have identified and made different classifications of specialised texts.[81] Further, different models[82] have been developed that have led to groupings of specialised text types.[83] For instance, in the pragmalinguistics' context model, text types are grouped according to their common functions and form-related features (cf. Hoffmann 2001:541, Roelcke 2010:18, 22). Here, classifications include the sociological, psychological, semiotic and scientific–communication aspects (cf. Roelcke, ibid., 18-22). Examples of specialised text types that have been commonly referred to in LSP research include, for example: monographs, academic or journal articles, lexicon articles, technical essays, abstracts, textbooks, technical product manuals. (cf. Roelcke 2010:44, Hoffmann 2001:538). Other studies have simply included the linguistic analysis of specialised texts in subject fields, such as (medicine, law and commerce). A definition of the grammatical and lexical structures, style(s), as well as a description of the typical usage occurrences also form part of the analysis (cf. Girmanova 1999:37, Wiese 2001:544).

In relation to the language class, technical language learning is about acquiring or improving those communication skills necessary for communication and interaction in technical work fields, in higher educational contexts or in situations requiring specialised languages. LSP teaching focuses on imparting knowledge of terminology and specific

[81] Specialised texts are instruments, and the results of an executed language task in connection with a specialised communal task (cf. Hoffmann 2001:538). Roelcke (2010:91) also defines a specialised text as complex and coherent linguistic expressions (usually beyond [a] sentence limit) within the scope of communication in a specific human field of (business) activity.

[82] Cf. Hoffmann 1985:53, Roelcke 2010:18, 22.

[83] There are distinctions in the definition of specialised text types described in the specialised language models (cf. Roelcke 2009:29). The two terms often used are: "typology" and "classification" (ibid.). Roelcke (ibid.) states that the criteria and features of an object are provided before hand for a grouping to be called a 'typology'. However, the prior features and criteria are absent in a 'classification', and are first sighted in the groupings themselves.

communication procedures, as well as thought patterns of specialised areas (cf. Fearns 2003:128/170). It is a training targeted at the development or the improvement of the receptive and productive competence in the respective technical language. This training helps learners build a text pattern that facilitates the recognition (reception) and comprehension of specialised information by acquiring strategies for the reception and production of specialised texts (cf. Roelcke 2010:169, Girmanova 1999:38-39, Wiese 2001:544, Fluck 2001:550). The prerequisite for participation in a technical language class has been posited as the attainment of the intermediate proficiency level[84] in the FL (cf. Fearns 2003:170).[85] A central task in specialised language teaching has been to evaluate texts and text types according to their suitability to the goals of its curriculum (cf. Wiese 2001:544).

Moreover, the importance of a needs analysis in the planning of such specialised lesson cannot be overemphasised. According to Ohm/Kuhn/Funk's (2007:33), the original addressees of specialised texts are native speakers. This highlights the fact that the special needs of a FL learner have not been considered in such texts (cf. Steinmüller 1990:17, Kühn 2001:584). FL learners therefore need to be acquainted with facts and strategies about specialised texts that may help in unlocking text meanings. Hence, text types and speech acts (in specific technical fields) are fundamental to teaching textual conventions

Furthermore, in FLT, the modern-day tendency has been to include an overall approach to teaching specialised vocabularies. This means that language aspects that relate generally to many professions or vocations are taught without necessarily focussing on a particular vocational field (see section 2.1. Cf. Ohm/Kuhn/Funk 2007:101-107). Girmanova (1999:41) emphasises:

> Das Ziel ist nicht mehr eine bestimmte Menge von Fachtermini, grammatisch perfekte Sätze, die niemandem etwas mitteilen und das Wissen über die Textarten, die in der Fachsprache vorkommen können. Es geht viel mehr um die Fähigkeit, die den Fachmann in seinem Fach erfolgreich sprachlich handeln lässt, also die Strategien, die dem Lernenden helfen sich orientieren, das Problem verstehen und die Lösung finden.

[84] In terms of the CEFR, B2 level, see section 2.3.1.

[85] Roelcke (2010:170-171) also states that learners in an LSP class without prior knowledge of the FL in question should ideally first acquire competence in the FL itself. That is, first, a general language knowledge and then a specialised language knowledge. However, since it is typically not economical in terms of time and cost, the usual thing is that both stages are merged together, so that learners get the specialised language training alongside the FL knowledge. In this case, usually only the receptive skills for the specialised language are developed.

The argument here is that merely learning specialised terminologies and grammatically-perfect sentences does not communicate meaning, neither does it equip a language learner with the basic knowledge of varieties of specialised texts. Acquiring technical language competence largely involves developing strategies that help to orientate oneself, understand a problem and find a solution. Funk (2001:965, 967), in response to a research survey in a vocational institution, also reports:

> Die Debatte der Berufspädagogik hat sich in den letzten Jahren weitgehend auf die Schlüssel-qualifikationen und die Integration von früher oft in getrennten Lehrgängenvermittelten Fertigkeiten konzentriert und betont nun mehr und mehr nicht nur die Fachlichkeit im beruflichen Lernen, sondern immer stärker methodische, soziale und arbeitstechnische Aspekte des Berufs [...] Überträgt man die berufspädagogischen Forderungen auf den Sprachunterricht, so würde dies in der Konsequenz analog bedeuten: Weg vom grammatischen und fachsprachlichen Spezialwissen hin zu verstärktem Kommunikationstraining unter Integration berufsspezifischer und je nach Kursrahmen auch betriebsspezifischer Elemente. Der fachliche und fachsprachliche Aspekt des Lernens ist offensichtlich nur ein Teil dessen, was später beruflich nützt.

The central point of the discovery in the said survey was the fact that, aside from the (specialised, perhaps theoretical) knowledge in specific work fields, methods, social and procedural aspects of a profession are of high significance. When this is adapted to a specialised language class, it follows that there has to be an integration of both the general language elements as well as professional elements, depending on the framework of the course. Since the basic material for LSP training are specialised texts, the criteria for identifying and selecting specialised texts are determined by a number of factors. From Kühn's (2001:1263-1264) perspective, a typology of technical texts may be useful selection tools, serving as criteria. These may be combined or used separately. According to Kühn, (ibid.), texts may be selected for use in an FL class based on their horizontal or vertical features.[86] In addition, the linguistic function or the communicative features[87] of texts may serve as reasons for them to be selected. Pragmalinguistic features and curricular

[86] The horizontal features refer to the various specialised fields, while the vertical features describe the classification of technical texts according to their degree of specialisation.

[87] Language-specific features include the grammatical, syntactical ore stylistic elements. The language-specific features of technical and scientific texts are elaborate. In addition, communicative features of texts through the input of the parties involved as well as the communication context serve as criteria.

requirements also form part of the criteria.[88] Finally, the interest, requirements and needs of the learners are also important for selecting technical texts. Beier/Möhn (1984:100-102) listed some learning needs as: reading and listening comprehension, speaking, writing and translating.

Beyond this, the awareness of general strategies for handling specialised texts will help learners understand and unlock specialised text meanings. First, the reading process is of paramount importance. Reading strategies here also include global, selective and detailed reading (cf. Ohm/Kuhn/Funk 2007:33). To train learners to use these strategies, different technical text types (such as technical instruction manuals, medical information sheet in drug packs, and operating procedures) may be used alongside questions targeted at drawing out general, selective and detailed issues from the texts (ibid., 34), while in the classroom, the work process with texts may be broken down into phases (pre-reading phase, reading phase and post-reading phase), in which specific tasks can be done.

In the 'pre-reading' phase for instance, the title of the text, as well as key words in it may be given, hypotheses about these may be developed and the previous knowledge of learners about these may be activated through mind maps. In the reading phase, to get the central theme in the text, learners may be asked to underline keywords, ask 'WH-questions' (like who, when, where, what, how), and write sub-titles for sections. Questions requiring yes/no answers, associating texts to corresponding pictures, filling up missing text information in tables, using parallel texts[89] (i.e., getting and assigning a parallel text to a passage in the technical text and then comparing the original text with the parallel text), are some exercises to get selective or detailed information in the reading phase. In the 'post-reading' phase, learners may reconstruct texts using the keywords or flowcharts, paraphrase important collocations and expressions, or possibly translate. A productive 'post-reading' exercise may be to write a summary, change the text type to an advertisement, have a discussion on the text (discussing pros and cons), and presenting the text in graphical form. (cf. Ohm/Kuhn/Funk 2007:35-36, Fluck 1992:200-202).

[88] Pragmatic language features found in the input from technical text types may be criteria. Finally, the interest, requirements and needs of the learners are also some of the criteria for selecting technical texts.

[89] A parallel text is a text in a TL that has "[…] the same or similar function, target audience, and context of use […] as the text the translator has to produce […]" (Vienne 2000:97, cf. Nord 2005:171). That parallel text is being mentioned here already signifies the comparison of two languages and cultures.

Further aspects in working with specialised texts in an FLL class also include teaching ways of unlocking word meanings by understanding the metalanguage system of specialised languages. Understanding adjectives, derived adjectives, verbs denoting numbers and quantity, for instance, may help to comprehend meaning in a technical text (Ohm/Kuhn/Funk 2007:37-47). At the sentence level, a 'first aid' for sentences which are too long may be to break them down and analyse them in tables, using WH-questions, sorting out the verbs and objects that go along with the verbs. Specialised German texts often have many attributes (e.g., participial inflections) that replace subordinate clauses. The tense structures of verbs therefore need to be learnt and automatised, so that learners can easily recognise and decode their meanings (ibid., 48-51).

Likewise, conjunctions, signals of negation in verbs, adverbs and adjectives may facilitate comprehension (ibid., 52-58). Understanding conditional elements and clauses, pronominals and words showing the connection between sentences (such as 'deswegen, 'dafür') as well as ways of recognizing definitions[90] and descriptions in specialised texts, facilitates the process of deducing meaning (ibid., 72-78). Overall, LSP teaching differs from the general language teaching in that special attention is given to language constructions used in specialised fields. While the LSP teaching as part of a vocational preparation may require intensive (hence, time-consuming) training, it is adaptable to an FLL curriculum.

However, unlike the LSP course specifications of Dudley-Evans/St John (1998:6), there are hardly any examples of 'Language for Translation Purposes'.[91] A probable explanation for this may be attributed to the fact that professional translation skills (which largely involve the translation of technical texts) are typically not considered trainable within an FLL context. From the previous discussions on VOLL in FLL[92] and the above-mentioned considerations on the teaching of LSP in FLL, it is evident that designing a LSP course based on identified needs, (with the goal of preparing learners for vocational translation) is a vacuum that is left to be filled by individual instructors. In section 2.3.6, didactic methods used by some selected scholars in FLL for teaching LSP and vocational translation are presented.

[90] German technical texts are marked by their impersonal sentence formulations that do not follow the simple "Subject – Verb - Object" sequence. (Cf. Ohm/Kuhn/Funk 2007:72).
[91] See Fig. 3, section 2.1.
[92] See Fig. 3, section 2.1.

2.3.6 Teaching Vocational Translation (VOT) in foreign language studies

As discussed in section 2.3.2, there has been a return to the use of translation as a tool in FL pedagogy. A specific aspect of language learning, where 'text competence' is required, is language mediation. This is because written texts are being translated, or verbal texts are being interpreted, into another language. To accomplish any mediatory task successfully, mediators (professionals or learners) need to be able to analyse any given text promptly. Issues concerning texts, textual analysis and 'textual competence' have therefore been the focus of text linguistics and related disciplines such as FLT as well as TS.

In discussing the processes of text reception and production in translation pedagogy,[93] Königs (1985:43) explains that text reception and production for translation in FLL is often structured or patterned, such that the difficulty level of the language content does not obstruct learning. Based on this (re)structuring, the text loses its original form. Examples of such structuring include the replacement of difficult lexemes with easy ones; omitting difficult aspects of texts, but simultaneously preventing the misrepresentation of text meaning, a prior discussion of difficult words and phrases before the translation starts, pointing out optional phrases or words, to encourage learners to make reasonable decisions. This systematic structuring of texts, while avoiding a total (re)structuring, is why Königs (ibid., 45) refers to texts for translation in FLL as "artificial structures adequately prepared for teaching", thereby showing that the text presentation for translation is to be adapted to the learning goal in FLL. Thus, elements of the SL which do not fall under the subject matter are to be ignored. Apart from this, Königs (ibid., 46) corroborates the fact that the procedural steps for TA, as discussed in text linguistics, are also important for translation in FLL.

In essence, TA for the purpose of educational translation[94] includes the following basic steps. First, students are to read for global understanding, then they carry out detailed research on the subject matter and the background of the text to ascertain its historical or cultural settings. Finally, they are asked to translate in paragraphs, creating the first draft. Learners then reflect on and revise their translation in the TL before finally making a comparison with

[93] In his explanation, Königs (1985:31) shows that translation pedagogy refers to translation teaching, both in FLT as well as in TS.
[94] Educational translation is considered "a means of learning and/or verifying comprehension […]" cf. Cordero 1984:350-352.

the source text (cf. Cordero 1984:352-353). Cordero (ibid.) suggests starting translation in the FLL classroom with rather factual or descriptive texts (scientific texts). At later stages, texts covering political issues, such as newspapers and literary texts may be introduced respectively. For the purpose of creating language awareness[95] in learners, Siepmann (1996:113-114),[96] proposes the following all-round translation learning plan, which includes the previously discussed steps, and further translation-related activities like learning about the "descriptive and interpretational use of language […], text types […]" and the "target audience" (ibid.).

Apart from these, exercises for language awareness such as 'false friends' and comparisons of parallel texts, which focus on grammatical aspects and the text type should be embraced. Learners are to be particularly trained to re-verbalise and paraphrase. For the evaluation phase, there is need to analyse and discuss faulty translations; learners' translations may also be compared to professional ones. Learning about using resources and research methods, including building up and maintaining terminological databases, about text production as well as translation of specialised texts, and fixed expressions, should be incorporated. Tasks that build the lexicon as well as the writing skill in both the L1 and L2 (or FL as the case may be), should be integrated (ibid.).

On the contrary, Ivanova (1998:89, 102-103) (having the primary goal of teaching VOT to university ESL[97] students), suggests the use of literary texts (modern fiction) right from the beginning of the translation module as they offer different passages that can be interpreted minimally. In the initial stages (the first two years), the text work being suggested includes:

> vocabulary development (elaboration of semantic networks, interaction of form and meaning); discourse-level awareness; choice of grammatical structures for contrastive analysis, e.g. pre-modification/post-modification in phrase structures, use of tenses, indirect speech
> (Ivanova 1998:103)

Text activities in the later stages embrace the organisation of discourse in the translated text, information staging, and analysis of the narrative perspective as well as the theme. Texts used in this phase are characterised by cultural elements as well as metaphoric language. In

[95] Language awareness refers to the "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" (Gnutzmann 2009:59-60).
[96] See also Gnutzmann 2009: 60-61.
[97] ESL means English as a Second Language.

the classroom discussions, translation strategies are discussed. Likewise, lengthier texts for further abstraction are introduced, the literary genre is varied and literary criticism is incorporated, to show differences in the text standards of both languages (cf. Ivanova 1998:103).

On the one hand, Cordero (1984:352-353) recommends text types that will require exhaustive interpretation of selected texts for beginners because the messages in the texts are easy to identify. This recommendation supports perspectives on using authentic texts in foreign language teaching. On the other hand, Ivanova (1988:89, 102-103) encourages the use of literary texts that can be interpreted minimally by beginners. Considering the fact that the language competence of beginners is still limited, using literary texts can help to reduce the complexity of the translation process. Students may then be more motivated than when working with factual texts.[98] Both perspectives are related to the needs of beginners and have to be considered by instructors when a text type for educational translation is being chosen.

On the whole, the previous considerations for the handling of texts in FLL/L2 learning (section 2.3.5) give, on the one hand, a brief overview on how FL teachers deal with texts in general FLL classrooms. On the other hand, the overview in this section specifically presents the methods of handling texts when using translation as a tool for teaching an FL as well as when translating is used to teach the translating skill for vocational purposes. The linguistic exercises that promote language awareness and TrTA may be termed 'Language for Translation Purposes', where the end-goal for these tasks is to develop the mediatory skill 'translation'. It is clear that the methods to be adopted in each FL class depend on the learning and teaching goals. Aspects of FL studies and TS indeed intersect at these points and may be defined and re-defined based on identified needs and available resources.[99] Thus, TA, when applied for the purpose of learning cultural lessons about the target culture, or simply for the purpose of developing reading skills, will be different from the TA done for the purpose of raising language awareness in a contrastive activity, or in translating for a specific audience (such as may be applicable in vocation-preparatory contexts). Whatever the case may be, texts

[98] A further advantage for the foreign language teaching is that using literary texts in translation may provide more room for applying the intercultural approach to foreign language teaching.

[99] Methods of dealing with texts and LSP texts in FLL listed here are similar to those in translation teaching (Chapter 3).

are key to FL and vocational translation learning and are used based on the learning objectives, which are 'customizable' in VOLL.

In addition, the methodological overview of text handling by Siepmann (1996) and Ivanova (1998) for teaching vocational translation, as well as other considerations, point out the fact that translating vocationally in FLL is a conceivable goal. This is in spite of opposing arguments on translation in FLL, and the fact that translation (written language mediation) as a focal point in FLL has been sparsely discussed in academic fora.[100] Possibilities for educating the FL teacher on the training of FL students in VOT are therefore essential for achieving such vocationally oriented goals. Subsequently, the conclusions drawn by Strevens (1988:43) may be applicable, if translation is considered as a factor in FLL/VOLL. Strevens (ibid.) states:

> While every good teacher of English is potentially a good teacher of ESP, he or she needs special help and training. The teacher who is new to ESP needs advice, help and support from those teachers who already have the necessary experience. […] becoming an effective teacher of ESP requires more experience, additional training, extra effort, a fresh commitment, compared with being a teacher of General English.

This is further supported by Dudley-Evans (1997:63), who reports that for common-core LSP teaching, a teacher indeed "needs to have a full understanding of the content". This content, also termed "[…] 'specialist knowledge' is typically construed as knowledge of the subject matter of the discipline or profession […]" (Ferguson 1997:80). For this kind of 'full understanding', he advises that a "couple of hours reading the teachers' notes or consulting a colleague from the […] department should suffice." (ibid., cf. Egloff 2013:773). These perspectives however seem more applicable in educational contexts where FL are offered alongside core vocational subjects in, for instance, vocational schools, and may not be specifically adaptable to the domain 'translation', where the learners/trainees typically do not have prior knowledge on translation.

[100]For instance, apart from the fact that coursebooks and workbooks for GFL teaching do not typically feature vocational translation tasks, the two-year M. A. degree teacher training programme in GFL, completed before the commencement of this Ph. D study, did not feature courses that train teachers for the purpose of imparting language mediation skills. This is in spite of the fact that several other courses were built to train teachers to teach other receptive and productive skills.

In effect, teaching vocational translation in VOLL will demand more than "a couple of hours reading" considering the diverse perspectives of translation scholars to the subject. Kelly (2005:55-56), in discussing the professional competence and experience of translator trainers, acknowledges the fact that there are teachers (educators) employed in translation teaching institutions without prior translator education, such that they may be required by their institutions to undergo professional translator education simultaneously with their teaching and other institutional duties. This certainly can be interpreted to mean that, where the need for teaching translation vocationally has been identified and analysed, FL teachers need to acquire the necessary competence in TS and in translation teaching. Further aspects on professional translator education are discussed in chapter 3, while section 2.4 provides an overview of the discussions in this chapter.

2.4 Summary

The focal point in this chapter has been to spotlight the role and significance of VOLL in relation to the so-called 'fifth skill' within FLL, i.e., translation. From the scholarly research and discourse, there is an indisputable reappearance of translation in language teaching, albeit, as a tool for language learning rather than as a medium for translation learning. Nonetheless, more scholars in the FLL field have been making arguments in favour of the use of translation in FLL, not only as a language-teaching device, but as a goal in itself.

Already, the grounds upon which the teaching of VOT in FLL may be justified is VOLL, a situation in which a language class has to be constituted based on specific educational and vocation-related learner needs. Another argument for a reintroduction of translation and the development of the skill (as a vocational preparation) is also the worldwide trend of globalisation, leading to an increasing demand for international and intercultural communication. The more pronounced bilingual (or even the multilingual) state of the FL classroom has brought about a rethink on the place of translation in FLL. Furthermore, that biculturalism is a goal of FLL,[101] reinforces the prospects of teaching of translation as a learning goal within FLT. Methodologies for handling texts and specialised texts in FLT as well as in Vocationally Oriented Language Teaching (VOLT) have been examined. A

[101] The learning of an FL, and with it culture, already implies the presence of an initial language and culture.

question arising from this is the need to compare these with methods for handling texts and specialised text in translation teaching. From such a comparison, one would be able to see if the methods are actually usable in VOTT for developing the translation skill, considering the duration of most FLL programmes. This comparison will also point to the similarities and possible differences.

In this chapter, VOLL has been reviewed as a concept in FL studies, through which translation could be taught as a vocational subject. That the GFL programme has been adapted as an additional teacher-training programme suggests that VOT might be achievable in FLT classes. This would require curricular designs in which one of the highlighted goals will be VOT. Since the process of planning and implementing a vocational translation curriculum involves a review of the contents of the curriculum in translator education, aspects involved in translator education will be discussed in the next chapter.

3 Translator education

Translation is a collective term used to describe the production and the products of both the written and oral texts (translation and interpretation) into a TL (Kade 1968:35). It has also been defined as "[…] an act of communication across linguistic and cultural boundaries, or as interlingual communication, as text-production for addressees in a new cultural context" (Schäffner 2013:48).[102] Applied Translation Studies (ATS) is the branch of TS that deals with translation teaching, aids, policy as well as translation criticism, thereby combining the realisations from both the Descriptive Translation Studies and the Theoretical Translation Studies.[103] Based on the research goals highlighted in chapter 1, the scope of this chapter includes central themes in professional translator education. As the goal of this research work is mainly the teaching and the acquisition of profession-oriented translation skills in FL learning settings, the issues discussed in this chapter will be limited to theoretical inputs and empirical perspectives on translator education from selected academic sources, which can be adapted for vocational translation training outside the framework of translator education. Section 3.1 therefore provides an overview of selected theoretical translation models (i.e., theories and/or approaches) while 3.2 features the theme 'translation competence'. In section 3.3, TA in relation to translation will be discussed, followed by section 3.4, which highlights issues on translation in the curriculum and in the classroom. Section 3.5 discusses translation trainers in terms of qualifications, competence and skills, as well as professional experience. The chapter concludes with an overview in section 3.6.

3.1 Theoretical models in translator education

Translation theories, according to Chesterman (1997:3), are useful during the translation processes for reflection and decision making. Hence, they play a significant role for

[102] Definitions of translation have been initially considered in Chapter 2. Within TS, descriptions of translation have been given with reference to what it should ideally be and how it should be done. This has been discussed in-depth in the relevant literature, such as: Koller 2011:86-103, Schäffner 2004:101-117.
103 Toury (2012:8-9) reports the dialectical relationship between the three. The branches of TS ho[w]ever not be discussed further in this work.

translators, students and trainers, offering explanations for fundamental problems of translation (cf. Pym 2010:1-5, Dizdar 2012:52). Several scholars have given prescriptive and descriptive definitions for translation, which have been grouped under various approaches.[104] These approaches (or theoretical models) are considered complementary, overlapping and at some points also conflicting because their boundaries are not distinct (cf. Herman 2009:179-180). Each of the theories addresses specific aspects of translation from different perspectives. These approaches[105] are still relevant and widely discussed in translation teaching, even though some of them have been criticised as 'prescriptive'. This is because they not only define the term 'translation', but also provide specifications on what translation should be without capturing all the various possibilities in the translation processes of translators (cf. Robinson 2001:161, Herman 2009: 179-180, Jääiskeläinen 2009:291-292, Koller 2011:91).

First, translatologists in the linguistic and communicative schools of thought (i.e., under the linguistic approaches) considered translation first as a linguistic phenomenon that is influenced by linguistic theory. Meaning is determined by structural forms, i.e., word-for-word translations are upheld. Later on, the emphasis shifted to the production of a 'communicative-equivalent' TT. Translation is regarded here as a communicative act and not a purely linguistic phenomenon. Some of the theories under these approaches are natural, text-based equivalence-theories, and those of directional equivalence (cf. Newmark 2009: 20-26, Baker 2005:287-294, Koller 2011:86-89, 147, 154-157, Baker 1992:6, Kade 1968, Lörscher 2004:259-268, Wotjak 1997:46-53).

Translation under the functionalist approaches is regarded as a form of communication, where meaning is interpreted and transmitted based on the function of the TT in the target context. In other words, a translated text is only given meaning by the TT readership. The comprehension of the message of TT, and the possible response of the TT readership to a translated text is of paramount importance to a functionalist, and is taken into consideration

[104] For the purpose of saving space, the definitions will not be addressed in details in this work. However, the perspectives that underlie the definitions are summarised below.

[105] The approaches listed here are briefly described but not arranged chronologically (see references for further reading). In this study, emphasis is placed on translation process research (TPR), because the approaches reveal details about the cognitive procedures of professional and amateur translators as well as untrained bilinguals, pointing out the typical problems encountered, applicable problem-solving tools and strategies. This is essential for FL contexts such as the one introduced in Chapter 1. Both the trainers and trainees (students) receive insights into likely problems and their solutions.

during translation. The translator, therefore, has to also literally 'play the role of a target reader' in addition to other roles, in order to provide a functional translation. Major theories are Skopos theory[106] (Vermeer 1990, Snell-Hornby 2006:51-56), theory of translatorial action (Holz-Manttäri 1984, Snell-Hornby 2006:56-60), translation-oriented text typology (Reiß 1983), and TrTA (Nord 2009, cf. Nord 2010:120-123). The significance of these approaches is that the Skopos (i.e., the purpose or communicative function that a translation should serve) determines whether the text is translated from the linguistic, communicative, semiotic, or hermeneutic perspectives (ibid., 121-122). Nord (1997a:41-42) reports that the Skopos theory in particular has been developed in, and for, translator training, founded on observations of various translation practices for measuring translation quality.

From a semiotic viewpoint, scholars understand translation to be a transfer of signs, with signs being interpreted by means of other signs (Jakobson 1959:114, Snell-Hornby 2006:21). The significance of the verbal sign today transcends lexical items in languages, and has been extended to multimedia and multimodal contexts (Snell-Hornby, ibid., cf. Siever 2010:265-273). Moreover, scholars from the hermeneutic school of thought consider the understanding of a text (as a complete unit) to be essential for translation (Stolze 1997:60). Texts are read and the linguistic elements are considered for interpretation; it is a process, during which a translator's knowledge becomes modified and enriched. Hence the interpretation of a text for translation is subjective and cannot be separated from the translator (ibid., cf. Snell-Hornby 2006:21, Hermans 2009:130-133).

Further, the cognitive approaches attempt to define translation based on empirical data. There have been several efforts made to comprehend complex cognitive language processing for translation purposes, leading to the development of translation-process models. The individual steps and stages of actions carried out in the course of producing a translation are observed under the heading 'translation process' (Hansen 2013:88). Bell (2001:187) gives a concrete definition, stating that:[107]

[106] According to this theory, the purpose of a translation determines the methods to be used for translating a text, since the author's intention might be difficult to determine (cf. Nord 2010:121-122). This theory is particularly embraced in translator training in Germany because of its practicality, applicable theoretical groundwork and methodology (cf. Nord 2012:3).

[107] Cf. Hönig's (Hönig 1998:160) definition of the translation process.

> a model of the translation process […] inevitably replicates all the characteristics of a general model of human communication, with the addition of some components which are translation-specific, particularly components which represent problem-recognition and the strategies employed for problem solving.

The mental processes of translators are considered essential because they offer insight into the thoughts and actions of a translator. Studies about the cognitive processes in translation include the linguistic and psycholinguistic model (Bell 1991), translation as decision making (Wilss 2008:63-76, 1996:37-56), and a cognitive processing model of translation (Kiraly 2000:2).[108]

Albir (2001:375) for instance describes translation processes as interactive, but non-linear, encompassing both controlled and uncontrolled processes, decision making, problem solving, strategies and tactics. Translation process researchers seek to understand the considerations in the mind of language mediators[109] during translation by means of Think-Aloud-Protocols (TAPs[110]) and other research tools for monitoring the process of the production of a TT (cf. Krings 1986:8, Lörscher 1991:2, Jääskeläinen 2009:290, Albir/Alves 2009:68-73). TAPs have been collected from studies on different subject groups (professional translators, competent bilinguals, trainee translators and FL students) (cf. Jääskeläinen ibid., 292, Göpferich 2010:5-55, Albir/Alves 2009:69[111]). Whereas classical investigations such as those conducted by Krings (1986), made recordings using pen and paper, modern recording and tracking technology software such as Translog,[112] Audacity, and projects (TransComp[113], PACTE[114]) are computerised applications of the TPR.

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[108] Other authors include Hönig 1986:230-251, 1995, Kussmaul/Hönig (1997:170-180).

[109] That is, translators and interpreters. However, translators will be the focus in this study.

[110] The use of TAPs is an empirical method of tapping into the cognitive processes of translating subjects, using audio or video recordings of the verbalised thoughts going on in a subject's mind. TAPs are written transcripts of the recordings (Jääskeläinen 2009:290). Two other methods used to study the cognitive processes of translators include introspection (i.e. a self-analysis of one's own thoughts) and verbal report procedures (an 'after-event' of the translation process) (cf. Albir/Alves 2009:68-73).

[111] Albir/Alves (2009:69) provide an overview of the limitations of TAPs with reference to translation and interpretation. Other perspectives on both the limitations and possibilities of TAPs in ATS can be found in Mees (2009:22). Although TAPs have also been criticised as a result of uncertainties arising from further questions, the findings are considered helpful and relevant to translator education because drawing on empirical findings from the translating process, successful translation strategies may be useful in translation training (cf. Lörscher 1991:7).

[112] Translog is a key-logging software, used for registering keystrokes, mouse clicks and the time intervals between these (cf. Göpferich 2010:7, Schou/Dragsted/Carl 2009:35). It was developed by a professor of

According to Jääskeläinen (2009:290-293), the categories of results gathered from studies using the cognitive approaches include:

- Levels of linguistic and translational competence of subjects;
- Subjects' focus in translation
- Text processing and production phases of the different subject groups
- Problem-solving strategies of various subject groups in translation
- Conditions for making decisions in translation
- Time spent by subjects on specific tasks.

These findings are significant because they illuminate the translation process, giving rich information about the work routines of the translating subjects, the processes, phases, strategies and tools. These may be examined and reused for teaching translation where suitable. Nonetheless, an understanding of the different approaches to translation can help trainee translators develop necessary translating skills (cf. Kussmaul/Hönig 1998:170, 172[115]).

Colina (2003:41) also posits that self-confidence and self-awareness are essential for professionalism and could be trained by teaching students about the relevant translation processes. These two personal traits were lacking in translating students and non-professionals in the course of different empirical studies in the TPR (ibid.). On the whole, these multidimensional reflections on translation create an awareness of the conditions of translation. This awareness is deliberately created during introductory theoretical lectures in translator education. They serve as a foundation for the development of translation competence, which is discussed in section 3.2.

translation and translation technology, Arnt Lykke Jakobsen. A recent feature added to the software was the eyetracker (Jakobsen 2011:37-55).

[113] Transcomp is a process-oriented longitudinal study that investigates the development of student translators' translation competence. It is based on TAPs, recorded with Camstasia Studio software (cf. Göpferich 2009:159).

[114] PACTE denotes Process of Acquisition of Translation Competence and Evaluation.

[115] Kussmaul and Hönig (1998, 174) assert that individuals, who do not have a knowledge of the translation process do not have the capacity to find an acceptable solution to problems of comprehension and prevail against self- and external criticism. Cf. Wilss (1996:37).

3.2 Translation competence

Communicative competence' in translator education has been described variously by scholars in TS. Proceeding from definitions given for the concept in FLL, it has been differentiated from the competencies acquired by an FL learner and has been extended. Communicative competence in translation is said to be a:

> "[…] summative concept for the overall performance ability which […] encompasses a number of different […] abilities to do specific […] things […] based on […] declarative knowledge […]." (Schäffner 2000:x).

It is also defined as a "[…] configuration of clearly distinguishable component competences […] related to language, text, encyclopaedic, cultural and transfer knowledge and skills […]" (Neubert 2000:17, cf. PACTE 2003:58-60, Wilss 2005:85-95). Colina (2003: 30) states that aside from the communicative competencies described in SLA (i.e., the grammatical competence, sociolinguistic competence, discourse competence and the strategic competence), translation requires also interlingual and intercultural[116] competencies. Other scholars, and research and educational institutions, have classified and defined sub-competences differently under the term 'translation competence'. The classifications symbolise the capabilities of a professional translator and the competencies to be developed by students/trainees undergoing translator education. They have been grouped as sets and subsets, thus further confirming Hebenstreit's (2007:204) view on the fuzzy definitions of concepts in the humanities (cf. Göpferich 2009d:21, PACTE 2003:58-60 and EMT[117] Expert Group 2009:4).[118] Some scholarly listings on translation competence[119] are:

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[116] The intercultural competence acquired in FLL contexts is seemingly insufficient for the purposes of transferring meaning professionally between two cultures. The native culture of the learner is the [main] starting point, based on which the new cultural knowledge is acquired.

[117] The term 'EMT' signifies the European Master's in Translation. This is a collaborative project being carried out by "the European Commission and higher-education institutions with master's degree programmes in Translation, with the goals of improving translator education in participating European universities and the recruitment of qualified translators in the EU". See:http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm.

[118] Cf. http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf and http://grupsderecerca.uab.cat/pacte/sites/grupsderecerca.uab.cat.pacte/files/2003_PACTE__Benjamins_0.pdf

- Neubert's (2000:6) 'approximate' listing: language competence, textual competence, subject competence, cultural competence and transfer competence.
- EMT Expert Group's (2009:4) basic competence listing: language[120], intercultural,[121] thematic,[122] technological,[123] information mining[124] and translation service provision[125] competences.
- PACTE's (2003:58-60) longitudinal empirical study design: bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, strategic sub-competence and psycho-physiological components.
- Göpferich's (2009a:21) empirically derived model: communicative competence, domain competence, tools and research competence, translation routine activation competence, psychomotor competence and strategic competence.[126]

Based on a conviction about the insufficiency of definitions of 'translation competence' Kiraly (2000:13-14) describes translation competence with a broader term, 'translator competence', to emphasise the importance of team spirit as an essential skill for the modern-day translator. 'Translator competence' denotes membership of, and participation in, expert

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[119] Since the EMT translation competence model was created as a framework for translator education in Europe, this model will be the focus here (see footnotes for individual definitions of the sub-competences).

[120] This includes the know-how for the comprehension, the use of linguistic structures and non-verbal conventions in the working languages, amongst other things.

[121] This refers to the sociolinguistic and the textual dimensions, which include a range of skills, such as identifying interaction rules (verbal and non-verbal) in a community, and know-how for the production of an appropriate register for a specific document, know-how for recognising and identifying cultural elements, values and references.

[122] This includes the development of knowledge in specialist fields amongst others.

[123] This is about the know-how for the effective, and rapid use and integration of necessary software for aiding translation, correction, terminology, creation and management of databases.

[124] This refers to a group of individual research skills such as identifying information and documentation requirements, know-how for extracting and processing relevant information, and know-how for the use of tools and search engines.

[125] This includes knowledge of the roles of a translator in relation to (potential) clients, other experts and leaders in a (virtual) team, know-how of the individual 'pre-translation-production' steps as well as know-how for qualitative translation production.

[126] As there has consistently been several detailed discussions on translation competence, further details on the sub-competencies which are omitted from this work may be found in the references given above.

translator communities located in various linguocultural environments by means of the acquired skills (for the reception and production of specialised texts and different text genres) in both the SL and TL. Since a translator's roles differ within different national and cultural boundaries, translator competence also includes the ability "to identify and appropriate norms in new communities […] as well as to break norms where necessary" (ibid., 14). Kiraly (ibid.) further states:

> […] it means knowing how to work cooperatively within the various overlapping communities of translators and subject matter experts to accomplish work collaboratively; to appropriate knowledge, norms and conventions; and to contribute to the evolving conversation that constitutes these communities.

Kiraly's (ibid.) definition of 'translator competence' embraces other definitions of translation competence, since those competencies will be used in collaborative work with expert teams.

From the perspectives above, a translator's mode of operation today depends on the individual sub-competencies and demands that emphasis be placed on the skills of teamwork in translator education. This will help to facilitate the survival and the success of graduates of degree programmes in the market place. Altogether, the competencies and sub-competences (both hard and soft skills) needed to become an expert translator, as listed by the various schools of thought, have helped to create a standard by which learning outcomes in translation curricula are developed and the learning progress is measured. These competencies, according to Herold (2010:212, 240) enable graduates of TS to work as text and language experts in interdisciplinary contexts, such that one could wonder, if they may not be termed 'universal genies'. The challenge of the information age for the contemporary translator is that learning and acquiring knowledge in new areas must be a permanent process (cf. Wilss 2004:220, Kiraly 2000:12).

In summary, the survival and success of trained translators in the professional world and the job market depends, not only on the translation skills acquired during an academic or vocational training, but also largely on their abilities and readiness for lifelong learning and collaborative work among experts within different international communities. Although the competencies are listed separately in the different models for educational and evaluation purposes, the learning goal in TS is to help learners or trainees develop communicative translation competence as a whole, by means of both enlightening theory and practical teaching sessions about the translation process. The question of whether all enrolled students in the institutions attain this goal and the level of competence attained is, however, a separate issue. There is certainty in scholarly discussions in TS that the training given to trainee

translators at higher or vocational institutions cannot cover all that they will encounter in their future translation practices (cf. Kiraly 2000:13, Freihoff 1998:27). Nevertheless, this training prepares them and serves at least as an introduction and initiation into the profession. Text in translator training will be discussed in section 3.3.

3.3 Text and translation

A text is considered a key communicative unit in translation, carrying the meaning that is transmitted into another language. Perspectives on text in TS have primarily been borrowed from Text Linguistics (see chapter 2, section 2.3.4), and it is considered "[…] in terms of its communicative function, as a unit embedded in a given situation, and as part of a broader sociocultural background" (Snell-Hornby 1995:69). According to Schmitt (1997b:15-24), a text is a thematic and/or function-oriented coherent complex from verbal and/or nonverbal symbols that fulfils a communicative function, identifiable by the addressee. Pictures and other graphical elements are, therefore, also regarded as text because they communicate meaning and are relevant during translation (cf. Schmitt 1998:266). Similar to TA in FLT (chapter 2), the standards of textuality based on the text linguistic model of de Beaugrande and Dressler (1981) have been used in text reception and analysis processes in TS (cf. Schäffner 2013:48, 51, Busch-Lauer 2004:607). The texts and propositions on text processing in translation have been a central theme in TS. These have been discussed through the various approaches and models. The focus of this section, therefore, is to highlight central issues on handling text in TS with respect to translator training.

TA in translation serves the primary purpose of identifying relevant text features for the translation process (cf. Schäffner 2002:5). Other synonymous terms used in TS for this are 'discourse analysis for translation', 'pre-translation TA' or TrTA (ibid.). According to Nord (1998a:59), TA could be either for comprehension purposes or for translation-oriented purposes. This is synonymous with Bell's view (2001:186-187), who considers TA as a problem-solving process based on the psycholinguistic/cognitive approaches.[127] Bell's (ibid.) explanation of the differences between text reception in monolinguals and translators is

[127] In this work, the TrTA from the functionalists' perspectives is presented since it is commonly used in translator education in Germany (cf. Kussmaul 1995:71, 149).

shown in Table 2. As illustrated in the table, by means of the contrast of the text reception process (response to text) of the translator with that of the monolingual, Bell (ibid.) shows that TA for the transmission of meaning across two languages differs from text reception for mainly comprehension purposes.

Text reception processes in monolinguals as represented in Table 2 is comparable to text reception in FLL, where the basic goal of the lesson is the acquisition of basic receptive and productive skills in a single language (the FL). For text production purposes, the monolingual roles could be written or spoken in FLL. With reference to working professionally with texts in the translation process, Nord (1997a:47) posits that trainees in TS need to be instructed in carrying out TrTA so as to enable them to translate functionally. Nord (2005b:37) considers the analysis of the Skopos (purpose) of the TT as the first step in the translation process. Next to this is a two-dimensional ST analysis for determining text elements that are essential for the TT production, based on the TT Skopos. On the one hand, the factors of the communicative situation (the sender, his/her intention, the addressee, the medium, location, time and purpose), also known as the extra-textual (macro) factors, are significant for communication and are analysed before the text is read.

Text Reception in Monolinguials and Translators		
Components	The Monolingual	The Translator
Shared Grounds	Information gathering	
Orientation/Goal	Sender-oriented/Comprehension	Receiver-oriented/For translation
Sub-goal	Comprehension	Identification of 'translation-relevant' elements such as: -Problems (e.g. realia) -Significant variables (e.g. tenor)
Possible affective responses to information	- Pleasure -Confusion -Annoyance	-Pleasure -Confusion -Annoyance -Consideration: Stimulating words in ST are potentially problematic. -Resolution: Problems must be solved.
Roles	Sender-oriented, emphasis on: -Writer's message Outcome: -Agreement/disagreement -Reply	Receiver-oriented, emphasis on: -Writer's message for the purpose of re-transmission to the receivers Outcome: -Suppression /control of personal reactions to text -Production of a TT with the exclusion of personal reactions

Table 2: Text reception in monolinguals and translators (Bell 2001:186-187)

On the other hand, the intra-textual (micro) factors which are also analysed, include the theme, the information offered, the presuppositions, the text composition, the non-verbal and the verbal elements, sentence structures as well as the intonation in the text.

Both sets of factors can be analysed by means of the 'WH-questions' formula that was further developed from Lasswell's communication formula[128] (ibid., 39-43). The ST elements which are considered relevant for the translation (i.e., communicative functions of the ST: the referential, expressive, appellative and phatic[129] functions) are then adapted into the TL in a way that they would be reflected by the culture-specific verbal indicators of the TL (either as a documentary or instrumental[130] translation). As such, target readers comprehend the meaning of the texts and the Skopos of the translation is thereby fulfilled (cf. Nord 1997a:48-49). As there is no generic purpose for all texts, it is necessary that the translation brief reflect the Skopos of each ST (cf. Nord 2006:138, 1997a:46-47). The translation process ends with the finalisation of the structure of the TT.

For training purposes, Nord (1997a:47) suggests that a translation brief (or translating instructions) which defines the intended purpose of the translation as well as the conditions under which the TT's function is to be carried out, accompanies every translation task. [131] This is due to trainees in translation classrooms not yet having the experience of practitioners. Translation briefs, according to Nord (ibid., 53), also help in seeking out parallel texts, which might help trainees in modelling their translations to suit the Skopos.[132] On the whole, the functional approaches for handling texts in professional translation have helped to raise pragmatic questions for understanding an ST and transferring meaning across two languages.

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[128] The 'WH-questions' as proposed by Nord (2005b) are: "Who transmits, to whom, what for, by which medium, where, when, why, a text with what function? On what subject matter does he say what, what not, in what order, using which non-verbal elements, in which words, in what kind of sentence, in which tone, to what effect?"

[129] These are classifications of the skopos, built on Karl Bühler's (1990:34-39) Organon model of communication and Roman Jakobson's (1960, cited in Nord 2006:134) language function model.

[130] These two are translation types. Documentary translation may be identified by the target readers as a translation, since it informs the readership about the source-culture text or aspect. The instrumental translation, however, is directed at readers in the target culture. Such a translation appears as a non-translated text (cf. Nord 1997a:49-50, Nord 2007:301).

[131] The contents of a translation brief are otherwise known as 'extratextual' factors (cf. Nord 2005b:41-50)

[132] The classifications of translation problems and strategies are further aspects of the functional approaches to translation that are useful in translation teaching. For further reading, see Nord 2011:115-125, 223-230, Kussmaul 1995:149-154.

Moreover, in order to facilitate a better understanding of specificity in texts, so that the appropriate strategies[133] might be adequately applied in translation, further categories adapted into translation are text genres and text types[134] (cf. Gambier 2013:63-65, Busch-Lauer 2004:608). Criteria for a translation-relevant text classification are created to make the ST function identifiable (cf. Park 1994:35, 234, Busch-Lauer 2004:610). Even within TS, taxonomies were made using different theoretic perspectives, such as the linguistic oriented classifications by Jumpelt (1961:25, cited in Busch-Lauer, ibid.) and the communicative-pragmatic classifications (cf. Neubert 1968:21-22, cited in Busch-Lauer, ibid.). Reiß' (1983:29) translation-oriented text classification is built upon Karl Bühler's (1990)[135] Organon model of language functions and is considered relevant for selecting translation methods. A criticism of Reiß' model is however that the borders in the text classifications are not so finely defined in reality. This point of view led to a further consideration of text conventions (in the text classification model) as culturally-determined elements. Should there be different text conventions between the ST and TT, they should be included in a TA, if a communicative translation is to be achieved (cf. Busch-Lauer 2004:611-612). Further text classifications in TS include House's (1981:188-204) covert and overt translation, Nord's (1997a:49) above-mentioned documentary and instrumental translation and Koller's (1992:272) classification of fictive and factual texts.

In addition, since there have been a growing body of evidence of demands for specialised text (LSP) translations in the translation market, theorists also began classifying specialised texts and discussing modes for their use in translator education (cf. Busch-Lauer 2004:614, Schmitt 1998:9-11, Fleischmann/Schmitt 2004:536). Translation scholars within the pragmatic schools of thought classify verbal and non-verbal texts based on the internal (micro) and external (macro) text features in specialised communication, thereby creating the scope of text typologies in both specialised and non-specialised communication (cf. Busch-Lauer ibid., 616, Fleischmann/Schmitt 2000:79, Göpferich 1995:119-121, 1998:62-63, Gläser 1990:46-47).

In discussing the analysis of specialised texts, Fleischmann/Schmitt (2004:536) point out that the Skopos theory as well as the TrTA by Nord (2005) is also applicable for handling

[133] See Van Doorslaer 2007:226 for further reading on strategies of translation.
[134] See section 2.3.4.
[135] See Appendix 3 for Reiß' (1983:29) translation-oriented text classification based on the Organon modell.

specialised texts. As a result of the specific attributes of specialised languages,[136] there are complications with the comprehensibility of LSP texts within professional fields, in non-specialised areas as well as in translation (Fleischmann/Schmitt, ibid., 532). In relation to translation, a typical problem highlighted by Fleischmann/Schmitt (ibid., 536-541[137]) is the problem of quality. For instance, there could be errors in the ST. Other problems include insufficient knowledge of LSP texts on the part of the translator, culture-related text problems, (especially from texts relating to realia in culture-distant nations), the unmanageable terminology problems (in terms of scope and range of terminologies involved) and translation tools. Thus, Fleischmann/Schmitt (ibid., 537) reiterate that understanding and interpreting specialised ST for the purpose of translation requires knowledge of LSP texts and additional subject field knowledge.[138] In defining the extent of the knowledge of the subject field required by a specialist translator, they state:

> Ein Fachübersetzer, der beispielsweise kfz-technische Texte übersetzt, muss nicht das gesamte Gebiet der Kraftfahrzeugtechnik aktiv beherrschen, sondern nur in der Lage sein, den aktuell zu übersetzenden konkreten Ausgangstext fachlich zu verstehen. Er muss daher z. B. Wissen, wie ein Automatikgetriebe funktioniert, er muss es aber nicht konstruieren können.
>
> ibid.

This, in effect, means that a specialist translator requires an overall knowledge about the operations of the specialised field in which the ST is written. For this purpose, some educational programmes include subject-specific electives and excursions to industries.[139]

Furthermore, scholars have also discussed criteria for the selection of texts. According to Kussmaul (1998:358), texts selected for teaching translators must be relevant to the real-life professional practice. Schmitt (1998e:359) posits that students/trainees must be exposed to as many text genres and themes as possible in respective language pairs and directions that are relevant for the professional practice at a particular point in time (cf. Nord 2005c:214). Apart from the condition that selected LSP texts used in teaching translation should be the ones that can be illustratively enhanced by practical viewing, such as in excursions and work

[136]Some of these attributes are: internationalisations, compound words, abbreviations . See Fleischmann/Schmitt 2004:531-534 for further reading.
[137]Cf. Schmitt 1998b:147-150.
[138] For further reading on the nature of LSP communication, see Baumann 1996:153-176, 2010:1-13.
[139] See Chapter 4 for reports on excursions in translator education.

on the particular object, Schmitt (1998e, ibid.) stipulates that there should be a progression in the difficulty level[140] of the selected texts. In addition, the LSP texts selected must be those with correct LSP structures. The required expertise for text comprehension and other useful skills must also be available (cf. Schmitt 1987:118).

Discussing further about text selection criteria, Schmitt (ibid, 119-121) identifies the reason for the unsuitability of LSP texts in textbooks. Textbook texts are found to be not practically oriented, not addressed to anyone in particular and serving no (communication) purpose. Instructors are therefore to seek answers to the following questions when selecting texts for use in a translation class:

- Which text genres are processed in the professional practice?
- Which among the text genres can be taught in terms of the available resources?
- Which among the text genres can be taught in the possible combination of working languages, subject field, and theme?
- Is the text genre typical and representative of the professional practice and does it make sense in terms of the didactic goals?[141]

Another noteworthy aspect is the text types used in training translators. Schmitt (1987:114-115) points out the text types typically demanded for translation in the job market, should also be included in translation teaching. They are technological, legal and business texts (tenders, supply manifests, procurement offers and contracts, which usually contain a mixture of business and legal terms). Literary translations are not in high demand, compared to specialised translations (ibid.). Kelly (2000b:157-166) also points out various reasons for the inclusion of touristic texts in translator training. With a focus on technology, Schmitt (ibid., 117) recommends and distinguishes between peculiarities in the texts for teaching beginners and advanced students in LSP translation classes. Beginners are to be taught with texts featuring everyday-life experiences, such as the, 'automobile' as a theme in the subject field 'automotive technology'. According to Schmitt (ibid, 117-118), this theme is widely known, interdisciplinary, ideologically neutral and attractive for environmentally-conscious individuals. It is a motivating topic for students and the subject field knowledge is applicable in segments. Apart from these, suitable text materials for the theme can be found in

[140] See Nord (1997b:92-102) for further reading on the difficulty level of texts in translator education.
[141] See also Kelly (2000b:159-161), Kiraly 2000:60, Krenzler-Behm 2013:86.

practically all languages and translation exercises can be complemented with practical viewing sessions. Other text type recommendations in technology for beginners include simple texts on the theme 'computers' (the user handbooks) and plastics technology. For advanced students, Schmitt (ibid., 118) recommends texts that are more complex from all subject areas, some of which are: automotive, process, and electrical engineering, computer software manuals, as well as the subtopics under them.[142]

In summary, the process of dealing with texts in professional translation is multifaceted, requiring a complex combination of skills and abilities that has to be developed through training. This is also reflected by the criteria to be considered in selecting suitable text materials in the various subject fields. Text as a theme in translator education has been discussed in this section based on its definition, methods of analysis, taxonomies, problems associated with text reception, strategies for managing such problems, as well as some criteria for text selection for educative purposes. The simplicity and generality of the texts recommended for teaching beginners as well the specificity and complexity of texts considered suitable for advanced students can be likened to the generality and the specificity described in the triangle model in chapter 2. The progression of difficulty in the criteria for text selection in both contexts (VOLT and Translation Teaching) is therefore comparable. A further comparable trend is that WH-questions are also used in text analysis in FLT. In section 3.4, curricular aspects of translator education will be examined.

3.4 Translation in the curriculum and classroom

The training of translators has been a topic of discussion in several academic symposia and literature. Central factors[143] in discourses on translation training include curriculum content, teaching and learning materials and tools, as well as issues about the classroom environments and events. The qualifications, professional and teaching experiences as well status of the trainers also have a bearing on the educational process. Section 3.4.1 therefore

[142] See also Beeby Lonsdale (1996:94-95).
[143] Freihoff (1998:27) provides details on these, and termed them ‚resources'. In the narrower sense, they are: the financial basis, premises, equipment and devices, libraries and new media, language laboratories, administrative and support staff, computer facilities and library services. In a broader sense, the teaching staff as well as the students (whose previous education, mental capacities and motivations determine the goals that can be achieved with specific methods within a particular space in time) are included.

discusses the translation curriculum, using a curriculum development model. Examples of vocational and academic curricula are discussed in section 3.4.2. Procedures in teaching and evaluating translations are discussed in section 3.4.3.

3.4.1 Aspects in translation curriculum design and development

The core areas often discussed under the theme 'curriculum' are learning objectives (i.e., what should be learnt, by which methods, materials and tools, within which conditions, during which period of time). These learning objectives are often formulated on the basis of analysed needs (cf. Kelly 2005:22). The goal in this section is to underscore aspects of translation curriculum design that are applicable to VOTT in non-professional contexts.

Translator education is conducted on the basis of several other factors that predetermine the classroom teaching sessions. Snell-Hornby (1998:31) and Kelly (2005:22) list external factors which are determinants of intended learning outcomes in translator education. These are social needs (i.e., 'are translators needed?' and 'in which areas?'), professional standards, the geographical situation, the language structure in a particular nation, the political situation, (changing) market situation (needs/views), national legislation and policies, academic practices and the student/learner profiles (cf. Freihoff 1998:26-27, Schmitt 1987:112[144]). 'Student profiles' are regarded here in terms of previous knowledge and abilities of the students and their specific reasons (needs) for pursuing an education or training in translation.[145] In this work, such specific students' needs are also considered part of the larger societal needs and must be identified, so that ways of meeting such needs might be sought. Kelly (ibid., 3) provides a model for designing the translation curriculum, which is presented in Fig. 5.

[144] An example of translator education based on identified needs can be seen in the history of translator education as a discipline, which began in the latter part of the 20th century in Germany. It was reported that translators were typically non-professional as there were only very few academic institutes with curricula for language mediation and many others with translation only as a part of the language learning curricula in language schools or as part of the required courses in philological institutes (ibid., cf. Williams 2013:113). However, with the pragmatic turn, TS as a discipline was created based on needs analyses as well as other factors. With it came academic discussions and research that led to the development of translation competence models (cf. Kelly 2005:23-35).

[145] Kelly (2005:159-160) refers to this as part of the 'needs analysis'.

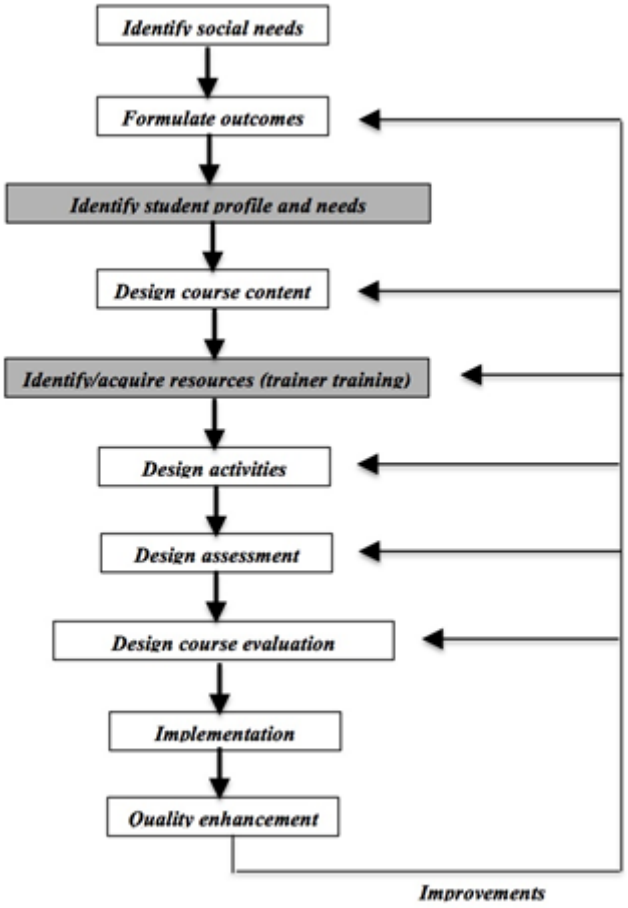

Fig. 5: Translation curriculum design model (Kelly 2005:3)

In the model in Fig. 5, the societal needs are determinants of the outcome of the studies, while learner needs help in the design of the curricular content. On the whole, the overall outcome of the learning process is to produce competent graduates in translation. These learning outcomes have been translated into models in TS and are tagged "translation competence" (cf. Kelly 2005: 61-79). Since the learning outcomes are based on identified societal needs, it is apparent that a specific translation training curriculum may not simply be adapted to a different social and cultural setting without adequately considering the specific society involved. A needs analysis helps in defining the learning objectives, which are key elements in the creation of the curricular contents.

Moreover, learning objectives that are reflected in translation teaching curricula have often been based on the type of instruction that would adequately meet the societal (at national, institutional and individual levels) needs. The analysed needs therefore also help in determining the type of instruction (academic or vocational[146]) that will be given. Kelly (2005:62) describes the academic education of translators as one where the teaching goals also include the development of generic competencies, whereas in vocational training, only specific professional competencies are trained (cf. Gambier 2013:2). This will in turn influence the design of courses, such that courses with academic goals will be different from courses with vocational goals. The former incorporates a broad range of theoretical perspectives more often in separate sessions alongside practical sessions, giving students […]"a plurality of related or unrelated fields to prevent premature over-specialization." (Wilss 2004:10). The latter is built on practical tasks, with a view to provide procedural knowledge for fulfilling specific translation functions. This is illustrated in Fig. 6.

In Calvo's (ibid.) model, the terms 'academic' and 'vocational' are replaced by 'theory-based' and 'practice-based'. Calvo (ibid.) postulates that a translation curriculum could be either one of the two, or both. In essence, contents are built around curricula types, which have been determined based on identified needs and learning outcomes. It could however be counterproductive to select any or both curricula types as well as their contents from a specific cultural and geographical setting, and adapt them to a new environment, since they are culture-specific. A possibility for curriculum development or adaptation is to first evaluate key features of standardised curricula and identify the needs in specific environments, where a curriculum will be used. Consequently, a selection of applicable features from such standardised curricula might be made, or created, where they are not adaptable. Curricular contents in typical academic or vocational curricula will be highlighted in section 3.4.2.

[146] Cf. Wheelahan 2010:53-55

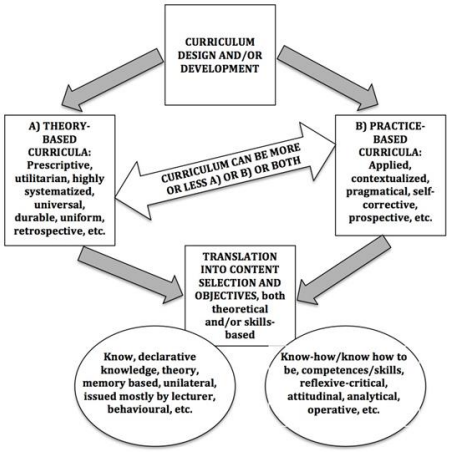

Fig. 6: Curriculum as product (theory) and process (practice) (Calvo 2009:69)

3.4.2 Contents and structure of translation curricula: examples from academic and vocational institutions

Schäffner (2000:145-146) reports the curricular structure and content of B. A. Modern Languages with TS degree students at Aston University, Birmingham, England.[147] According to the report, the curriculum is based on objective needs, students' qualifications for entrance into the university[148] as well as the university's capacity to provide the educational services. The four-year degree programme comprises course modules with the learning goal of developing the language and cultural competence of students in the first year. This is achieved by means of several learning activities. The four classical language skills in the L2 and/or L3 are taught. In addition, knowledge of history and area studies as well as theoretical translation-oriented modules treating the basics of linguistics and translation is imparted. Further theoretical modules (text, semantics and translation-related terminology) continue in the second year curriculum, while the third year is devoted to an exchange programme abroad or an internship. The final year curriculum modules are then mainly characterised by their core-translation features, with a final project. Schäffner (ibid., 146) states that the translation-related contents of the curriculum were informed by a translation-competence model, even

[147] The Aston University, Birmingham, England is a member of the 'EMT' group (European Masters in Translation).
[148] According to Schäffner (ibid., 145), the students are given admission into the B. A. Studies based on a good A-levels result in an FL.

though the extent of competencies are developed within the allocated period are limited (ibid., 148). Schäffner (ibid., 144) points out that in spite of the arguments among scholars on the need for students to acquire a first degree in an FL prior to further studies in Translation at the M. A. degree level, continental universities had been successful in combining FL studies and translation.

The structure and contents of the B. A. Translation and M. A Translatology at the University of Leipzig, Germany is another example that can provide further insights on curricular design and development for translation teaching. The IALT, unlike the first example above, provides academic and vocational education to students for the conferment of translation-only degrees.[149] Schmitt (2011:714) reports that B. A. Translation students, who meet the language requirements,[150] possess the university entrance qualification, and pass the aptitude test, are granted admission. They are introduced to theoretical fundamentals in translation as the foundation for other courses[151] at the beginning of the first semester of their studies.

Similar to the account of Schäffner (2000:145-146), the modules in IALT are also taken in one specific semester, at the end of which students are examined. Three modules of basic translation courses are offered in each semester of the 3-year B. A. studies, and are intended to provide students with fundamental skills for their profession (cf. Schmitt 2010:264). At the M. A. level, the curricular contents are more complex and are for acquiring more academic knowledge and competence as a basis for a possible future career in research.[152] Students with a prior B. A. degree in Translation, or in other accepted fields, also take the aptitude test before they are given admission. In this case also, three modules are taken each semester

[149] See: http://ialt.philol.uni-leipzig.de/start/. Compare Nord (2005a:217-220) on a curriculum for technical translation from another university.

[150] These include B2 proficiency level in English, B1 in another FL, or equivalent proof of language competence.

[151] This specific theoretical basis is given in a series of block lectures titled ¨Einführung in die Translatologie". The professor in charge provides relevant information on the historical, current and conceptual aspects of TS and professional practice. Also, illustrative handouts and video podcasts are provided to help learners in recalling the learning sessions and the imparted knowledge. See: http://ialt.philol.uni-leipzig.de/file ªadmin/ialt.philol.uni-leipzig.de/uploads/Vorlesungsverzeichnisse/ws13.pdf, 12; cf. Schmitt 2011:719 regarding podcasts. Lateral entrants at the M. A. or Ph. D degree levels benefit from this lecture series on TS as a discipline. Insights into the professional practice are also given.

[152] According to a comment from the institute after this study had been completed, the academic-oriented M.A. curriculum has been canceled. Another curriculum that focuses on specialized translation is currently being used.

within the two-year study programme (cf. Schmitt ibid., 2011:721-722). M. A. students without a previous Bachelor's degree in translation are required to take some basic courses with B. A. students and they are re- examined (cf. Schmitt 2010:265). Reiterating the importance of the theoretical basics, Schmitt (ibid.) states:

> […] it would be both irresponsible and unworthy of a university degree to let students enter a T&I-related profession without having provided them with the theoretical foundations of their discipline. Furthermore, it is inefficient to hold practical translation or interpreting courses without being able to use the terms of these fields, or without familiarity with certain models of translation theory. As early as possible in their studies, ideally right from the beginning, students should know the key concepts of Translatology. Without such a theoretical basis, all practical exercises would be nothing but learning by doing – which is hardly the point of university education.

Schmitt's (ibid.) position on theoretical aspects of translator education further illuminates the difference between theory- and practice-based translation curricula. It follows that university translator education is not expected to be solely 'vocation-oriented'. Apart from the required theoretical and practical modules, students have the opportunity to select desired courses from the free-elective modules (Wahlbereich) and the required elective modules (Wahlpflichtbereich). Although flexible, students are encouraged generally to go for their work placements or for a semester abroad in the 5th semester of their B.A. studies (ibid., 722).

A third example is taken from one of the several vocational institutions in Germany, where state-certified translators are trained, so that the significance of theories in a vocational translator training (outside university settings) can be shown. This is because a review of the curriculum at a vocational institution may reveal a different perspective on the question of balance between theories and practical translation. In contrast to an academic study in a university, the Würzburg Interpreter School (Würzburger Dolmetscherschule - WDS) focuses on training language experts to attain a 'perfect mastery' of language and professional work in translation, interpreting, bilingual secretaryship, and FL correspondence.[153] The training

[153] http://www.dolmetscher-schule.de/de.html. A 'perfect mastery' of language and professional work may, in reality, be impossible in classroom settings. Since language is dynamic, and that there is always room for further professional development, this assertion from the WDS may be an overstatement. Since research observations were not conducted at this institution, details in the curricula will be presented here.

programme for translators has a duration of three years.[154] The requirements for admission into the translator-training programme includes a university entrance examination, a vocational university entrance examination, or a certificate as a state-certified FL correspondent. With German as the A-language,[155] trainees are required to have a native-speaker competence. The B-language options are English and Spanish, while either of these two, or French, could be taken as a C-language option. Specialised translation is offered in the subjects 'natural sciences' (astronomy, geology, chemistry, biology and medicine), 'economics' (LSP in economics, monetary, banking and economic policies, and fiscal stimulus measures) and 'technology'[156] (machine construction: automobile and engine construction, aircraft engineering), offered only for the B. A. programme at the College of Applied Sciences). Apart from that, trainees have the possibility of undertaking internships locally or internationally.[157]

The syllabus at the WDS[158] contains courses grouped according to A-, B-, C-language courses, as well as general obligatory subjects. General language courses featuring grammar, vocabulary, and idiomatic expressions with exercises, are taken by course participants throughout the three years at different points of time in the three B- or C-language options. This is also applicable to the general translation courses in two language directions in the possible A-language options and a general German course. The following courses are offered either only in the first or second year alone, or in the two last years in the B-language options: consecutive interpreting for translators, bilingual correspondence, impromptu translation, cultural studies and text production, introduction to the technique of interpretation (also for translators), and liaison interpreting (also for translators). For the subject 'business' in the B-language options 'English' and 'Spanish', monolingual (German, offered only in the first year) and bilingual LSP Business courses, specialised translation into, and from, the B-language are offered in either the first or second and third years courses in German.

[154] There is an option of an addition year to acquire a B. A. degree in Specialised Translation at an affliated College of Applied Sciences. See also http://fang.fhws.de/studium/bachelor_fachuebersetzen.html. The B. A. study is however academic and similar to the studies in universities. The emphasis here is, however, on translation as it is taught in vocational institutions.

[155] 'A-language' stands for the "[…] mother tongue or language of education […]" Snell-Hornby 2009:36.

[156] http://www.dolmetscher-schule.de/de/fachsprachen-fachgebiete/technik.html.

[157] http://www.dolmetscher-schule.de/de/ausbildungen/uebersetzer/ausbildung-studium-uebersetzer.html.

[158] See http://www.dolmetscher-schule.de/fileadmin/WDS_Dateien/Stundentafel_UED/FA_Stundentafel_2012.pdf.

Translation of general texts as well as the course ‚bilingual correspondence' are also offered in the C-language in different years. Other features are the obligatory general courses and the electives, some of which are offered in blocks (i.e., not every week).

Overall, the courses listed in the syllabus of the WDS are practical translation courses, excluding theoretical terms and discourses in TS as found in university curricula. The curricular description on the institution's homepage states: "Bei uns steht die Sprachpraxis (intensives Fachsprachentraining) anstelle des universitären Theoriebewusstseins im Vordergrund".[159] This signifies intensive LSP training as a replacement for theories, which are fundamental to translator education in universities. Nevertheless, if one considers Pym's (2010:1-5) definition of theory literally, one is bound to conclude that even vocational institutions delve into some theoretical issues, such as those seen on the didactic page of the WDS.[160]

An argument for a blend of theoretical and vocational skills is given by Kearns (2008:194-195), who discusses the dichotomy in fora on academic and vocational education of translators, the academic/economic demands placed on vocational/academic institutions as well as the "[…] indivisibility of theoretical and practical knowledge in the consideration of translation competence […]" (Kearns, ibid., 194). Nord (2013:187) also shares a similar opinion and reports that even state-certified translators (such as are trained in vocational institutions) have continuously expressed regrets for not having been introduced earlier to the basics of translation. Kearns (2008:210) concludes that:

> A curricular orientation which fosters in students skills which will benefit them in many professional and nonprofessional contexts is not incompatible with academic or vocational impulses. Rather we believe that it reveals the distinction between these impulses itself to be unworkable and instead proposes that a synergy between both can be enabled by enlightened educational practice

There are linguistic and cultural competence requirements for admission in all the three curricula. This is understandable, considering Nord's (2005c:211) note of caution that translation classes will become language-learning fora, when students have not acquired the sufficient level of proficiency in the required languages. Beyond these, relating Kearns'

[159] See 'FAQ: Ausbildung ODER Studium' at http://www.dolmetscher-schule.de/de/ausbildungen/uebersetzer/ausbildung-studium-uebersetzer.html.
[160] http://www.dolmetscher-schule.de/de/ausbildungen/uebersetzer/didaktik-uebersetzerausbildung.html

(2008:194-195) perspectives on the indivisibility of theoretical/practical translation and the various curricular illustrations given above, the question of necessary theoretical aspects for inclusion in a VOT curriculum within FL studies may be asked. This is particularly so considering the fact that theoretical knowledge about the translation processes (for instance TA, problems and strategies), which appears to be part of the curriculum at WDS, does not include historical aspects of the subject 'translation'. It seemingly also does not include the dissenting models of translation. Such a question might lead to an interpretation of Kearns' (2008:210) position on 'synergy' as being relative, giving room to varying adaptations based on identified needs in a specific environment. Section 3.4.3 highlights didactic issues in translation teaching contexts.

3.4.3 Didactic methods and procedures in the translation classroom

The purpose of this sub-section is to provide an overview of translation procedures in the academic literature in relation to the activities and tools used for teaching in the translation classroom. According to González Davies (2005:68), there is no

> "[…] single final methodology to train translators, but […] approaches to teaching, which enable the students to become more involved in what they are doing and, thus, understand better the whole learning process".

This perspective on the combination of teaching methods in translator education points out the reality of a variety of methods, including those being criticised for being drawbacks to an effective learning process. One example is the traditional method in translator education that has been criticised over the years for its teacher-centredness. In such 'transmissionist' classrooms, according to Kiraly (2000:17), the teaching process is simplified by its reduction

> "[…] to the simple transfer of knowledge from teachers to students […] the teacher has a clear mandate: to distribute the relevant truth efficiently and make sure that students have absorbed it[…] Newly hired teachers generally just perpetuate the traditional process, passing on the knowledge that was handed down to them, teaching as they were taught".

Nord (1996:320) describes the learning process and tasks, stating:

> Die Studierenden haben den zu übersetzenden Text zu Hause mehr oder weniger gründlich vorbereitet und lesen dann nacheinander satzweise ihre Übersetzungsvorschläge vor. Diese werden im Plenum diskutiert und von der Lehrkraft kommentiert, bis man zu einer konsensfähigen „optimalen Lösung" kommt, die dann meist von den Studierenden in ihre Konzepte eingetragen wird.

Nord (ibid.) recounts in detail that in such traditional classrooms, students receive translation tasks as homework, and have their translated texts reviewed in a 'sentence-by-sentence' form in the classroom under the teacher's tutelage. In such a situation, the teacher's comments on their translations significantly influences the 'consensus', which is then internalised by the students (cf. Kiraly 2000:24, González Davies 2005:70). There are several disadvantages of such a teaching method, which include the development of faulty translating habits[161] devoid of real-life professionalism in translation practice (cf. Nord 1996:320, Kiraly 2000:22-24, Kelly 2005:11).

Subsequently, in response to the criticisms of teacher-centredness, students' passive participation and 'unprofessional' classroom translation practices, the roles of the actors (the instructor and the students/trainees), as well as activities and methods have changed, at least in the current literature on translation teaching. Some of the 'anti-traditionist' approaches according to Kelly (2005:16-18) include:

- The situational approach, in which teachers' tasks as an initiator include carrying out translation tasks prior to the assigning of the tasks to students so that more realistic class sessions can be achieved. This approach also includes the incorporation of real translation briefs;
- The task-based approaches which include a chain of tasks targeted at training specific skills in the course of training the overall translation competence (cf. González Davies 2005:67-82); [162]
- The social-constructivist approach under which learning is regarded as a constructive process embedded in interactive and collaborative tasks. Here, there is no dominating, tyrannical, and omniscient teacher control. Teachers guide, assist, and act as consultants, facilitating learning and preparing the grounds for students' encounter with professional translation in real or simulated classroom translation sessions (cf. Kiraly 2000:17-22).

Hence, the teacher's relevance does not diminish in modern teaching approaches since there are certain decisive functions that they have to perform. For instance, translation learning in a social constructive setting transforms teachers' roles to those of resource persons

[161] An example of such habits is concentrating on the sentence and not the text as a whole.
[162] Task-based approaches have been used in FLT to ensure the acquisition of FL competence by means of learning tasks that require authentic language use (Richards/Schmidt 2002:540, cf. Richards/Rodgers 2001:224).

representing the community of professional translators[163] and the binding force between students and professionals in the job market (ibid., 70, cf. González Davies 2005:71). Kiraly (ibid., 33) expounding that this approach offers the best learning environment, states:

> From this perspective, the most effective way to lead novices toward expertise is to provide them with opportunities for interacting with peers and experts to collectively – as well as individually – construct the knowledge of the domain. In a community of knowledge builders, everyone is a learner. The knowledge building environment is marked by authentic reflective action, distributed knowledge and authority, ever-increasing levels of autonomy on the part of the learners, and an absence of a single designated authority to judge right or wrong. In such a community, it is by jointly undertaking authentic work, and by collaboratively planning, executing and revising that work, that knowledge is created within the group and internalized by the individual group members.

In other words, a teacher's chosen method (here social constructivist approach) can determine the success of the learning process. Learners who have developed translation competence in such collaborative environments, would have gained confidence in themselves. They would also have become accustomed to team work and (peer-) review, which are regular features in the translation industry. In spite of the learning benefits promised by the aforementioned learner-centred approach, the prerogative for applying a method deemed appropriate lies with the teacher. Although the use of modern teaching approaches (including the three listed above) demands changes in the roles of the players (learners and teachers) as well as the activities in the class, the teacher, for instance, applies the traditional teacher-centred method, where the task to be accomplished requires this (cf. Kiraly, ibid., 26-27). Therefore, the availability of modern and effective learning methods does not signify the automatic use of such methods in contemporary translator training. Since translator education does not typically include teacher-training aspects, instructors (with qualifications in translation) need to be professionally trained in education as a subject field, so that they also acquire the competence to make the right choices in terms of their teaching method (see section 3.5. for more on translator trainers).

Moreover, tasks carried out in the translation classes are note-worthy. The importance of translation theories for translator training has already been established and discussed in section 3.1. Theoretical aspects (such as the process of translation) serve as the starting point,

[163] This is based on the premise that such a teacher actually translates professionally, and thus belongs to a professional community.

where individuals with FL competence are 'initiated' into the professional world (cf. Kiraly 2000:73). Further tasks used in translation training include practical translation activities.[164] For the integration of theories and practical translation, Nord (2005c:215) recommends the 'pigtail method', whereby the required theories are taught in small portions at a time, in combination with practical classes in which the theories are applied (cf. Kiraly 2000:75).

Scholars in TS also consensually point to the need for pre-translation language activities, which include building on the already acquired communicative and intercultural competence of learners in a way specifically designed to build up their translation competence (cf. Nord 2005c:211, Colina 2003:38, 48-49, 54-55, Kussmaul 1995). Such language-oriented tasks include a contrastive work with text ("contrastive style analysis" [165]) on the language use, linguistic problems, and improving both the L1 and the L2 (cf. Colina, ibid., 48, Nord 2005c:212). Nord (ibid.) suggests that the pre-translational language tasks should take place in parallel to theoretic introductions to the theme 'text' for developing the general text competence. Practical exercises suitable for internalising such theoretical facts, according to Nord (ibid., 212-214), can be offered in the L1 and L2, after which the same exercises can be used in contrastive work. Aspects that belong in such contrastive analysis include the analysis of the rhetorical organisation of the text content (i.e., "[…] background, problems, solution, evaluation); the theme-rheme progression (focus, emphasis […]); cohesive devices (e.g., linkages, signalling, and structure markers); metadiscourse […], attribution[…] modalisation[…]") (ibid., 214). Some suggested exercises, which are also comparable to some of Colina's (2003:48-55) 'guided (translation) activities', include:

- analysis and contrastive work with multimedia texts and discourses of different genres and types, produced originally for varying readership, at different points in time and/or location;
- identification of text-type conventions, function markers, text strategies and the evaluation of such strategies;
- recognising deficient texts, revising and rewriting them;
- analysis of foreign texts and the identification of the text structures providing cultural information;

[164] Although it is clear that universities offer other elective courses outside the subject field 'translation', the focus here is limited to practical translation.
[165] This, according to Nord (2005c:213-214), is the analysis of "[…] the culture-specific features of textual and other communicative conventions in two cultures".

- paraphrasing and learning about its communicative effect, summarising;
- creativity tasks (wordplay, punning, and crossword puzzles), composition, and structuring of semantic field, work with synonyms;
- restructuring (complexity/simplicity) and rewriting texts to suit stylistic rules or for new addressees, purposes, media, places, such as in intralingual translation;
- production of verbal texts (and vice-versa) from non-verbal text elements and written texts from oral texts.

The 'guided translation activities' suggested by (Colina ibid., 47-55) also involve text work being used both in the pre-translation and in the translation phase to make students aware of the processes of translation and to foster individual acquisition of translation competence. The framework within which such activities could be implemented respectively has been categorised as a set of pre-translation activities, reading comprehension tasks and language exercises (ibid.). It is therefore apparent that similar and/or different sets of activities could be used by instructors in different stages of classroom instruction for the purpose of training sub-competencies, all of which sum up to the translation competence. The translation aims[166] are therefore also key factors to planning and selecting the appropriate activities.

Moreover, the progression from the pre-translation phase to the translation and post-translation phase has also been discussed from different points of view. Nord (2005c:216-217) and González Davies (2005:69) suggest a progression in the difficulty levels of selected texts that corresponds to the competence of the learners, based on findings from the TPR. Kiraly 2000:45-47, 57-97, 104) however argues from a different point of view, highlighting the viewpoint that trainee translators learn better when exposed to the complexities of real-life translation in collaborative learning environments. Workshops, for instance, would open the opportunity for teachers to provide scaffolds (i.e., support) in the initial stages and allow students' to assume the responsibilities of providing scaffolds to other students needing help and assistance. This, according to Kiraly (ibid.), provides students with a more authentic picture of what professional translation in the modern day is, than the suggested pedagogic

[166] González Davies (2005:75) mentioned that the specification of the purpose of the translation activity (e.g. improvement of translation skills, practice of translation techniques, awareness of cognitive processes) is essential in teaching plans.

exercises with controlled difficulty levels (cf. Nord 2005c:216-217, Colina 2003, González Davies 2005:69).[167]

A further and significant aspect of translator education is the evaluation of translations, which, according to Gerzymisch-Arbogast (1997:573), is significant in professional translation practices and theoretical discourses, as well as in translation teaching.[168] The evaluation of translation services has been defined as the identification, categorization, weighting and the summation of translation errors[169] (Hagemann 2007:237).[170] Issues relating to translation evaluation are significant in academic discourses as they help in creating measures for appraising the quality of translations, as well as generally binding criteria for achieving quality (cf. Schmitt 1997a:303-304, 316).[171] Such evaluation schemes (measures and criteria) are, on the one hand, generally based on categorizations of errors, because 'good' translations are considered error-free (Hagemann, ibid., 238, see also Schmitt 1997a:310).

There are generally different perspectives on translation evaluation, showing that there is no single general manner of assessing translation quality (cf. Schmitt 1998d:397). As a result of the unsuitability of an evaluation scheme used for translations in the industry for appraising student translations, Schmitt (1997a:309-310) postulates the need for an error categorisation for didactic purposes. Various scholars have classified errors differently as a result of this reality (cf. Gerzymisch-Arbogast 1997:577, Didaoui 1998:381-383). For instance, Nord (1998b:386) highlights three types of errors (pragmatic errors, cultural errors and formal errors and their subtypes), based on perspectives from the functional approaches to translation. Schmitt (1997a:310-312) also gives a typology tagged 'fundamental errors[172]' and mentions that the typology was specifically made, and is suitable for evaluating specialised technological translations. Hagemann (2007:237-255) discusses the evaluation of creative translations (general translation).

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[167] For further reading on translation teaching, see Nord 2002, Kautz 2000, and Kussmaul 1995.
[168] The emphasis here is on translation evaluation in translation teaching.
[169] Nord (1998b:387) defines translation error as unfulfilled requirements of a translation brief.
[170] Hagemann (ibid.) points out the fact that this is only a traditional definition, in which translation is considered only as a product, unlike in modern times, where it is also evaluated as a process.
[171] See Kaindl (1998:373-378) for an overview of translation criticism from the viewpoint of different theoretical approaches.
172 These errors are: noncompliance to the demands of the translation brief, wrongly rendering the name of the client or a company or product as well as wrongly converting numbers, the use of expressions exclusively used by competitors in the same market sector (a question of loyalty and sensitivity, mistranslations, orthographic and punctuation errors.

Nonetheless, scholars in translator education share common ground, emphasizing transparency of the assessment as an essential key in translation evaluation, despite differences in the evaluation schemes presented (cf. Nord 1998b:386-387, Schmitt 1997a:317, Stolze 1997:593-602). In terms of translation didactics, translated texts are assessed in the classroom either by the teacher or/and students, or in an examination (cf. Schmitt 1987:125-127, Kiraly 2000). Considering the fact that translation evaluations are also carried out based on different theoretical approaches, and that different criteria are applicable depending on the text genre, individual trainers may need to design evaluation schemes that are suitable for specific learner groups and text genres, and also compatible to the learning goals.[173]

Finally, further developments in technology have also influenced TS, so that Computer-Assisted Translation (CAT) is not limited to only research and professional practices, but is also applicable in translator education. Modern translators make use of computers and specialised software for translating, correcting as well as carrying out research, amongst other things (cf. Ahrens 1997:344, Bohm 1997:352). Likewise, modern education curricula often feature translation courses with the use of computers in the classroom/learning facility.

Ahrens (ibid., 345) classifies the CAT phases in translator training into three categories, with the themes in the three phases being 'requirements, possibilities for computer use in relation to the relevance of the translation, and practical exercises respectively. Ahren (ibid., 346) explains that the questions raised in the the production of functional translations are also applicable in the first phase. This means that issues, for example, about a company's specific terminology, the layout of the ST, presentation of illustrations, the specific software and the scope of their use, and the information that should be stored in the database are important for achieving the purpose of translation and are to be identified as such. In the second phase, students are introduced to the possibility of the use of computers and software chosen (by the educational institution) for relevant translatorial purposes. Examples of such translation tasks are text processing (text production and correction), terminology management (for the production of databases for specific clients), possibilities for research and for a rapid completion of translation tasks (ibid.). Students get the opportunity to practice their newly-acquired knowledge about translating on the computer (ibid., 346-351). In order to achieve

[173] For further reading, see Kautz 2000:277-286, Schmitt 1987:125-128, and Thelen 2013:191-201).

this goal effectively, the ideal number of course participants in such a CAT training session is suggested to be between 10-20 (cf. Schmitt 1998a:349).

Nevertheless, Muegge (2013:137-146) discusses the modern challenges that threaten the continued use of CAT in translator education as well as the possibilities arising for multimedia use in translation teaching. These are enumerated in Table 3. By showing developments in two different educational institutions, Muegge (ibid.) pinpoints changes that are emerging in modern translation and CAT-training.

Fields/ No.	**Challenges**	**New Opportunities**
1.	Growing demands for non-traditional short-term, online only and hybrid professional translation courses	The Learning Management System (LMS): -As a repository for learning materials - For the submission of translation assignments -For assessment and progress tracking - For translation-related tasks and tests: quizzes - For real-time group collaborations and records of semester progress
2.	Economic recess, insufficient funds for maintaining CAT in institutions	Reduced costs (in terms of software license, renewing contracts and other educational software) for providing translation courses with Translation Memory Systems (TMS) as a result of the availability of gratuitous cloud-based Translation Memory (TM)/TMS
3.	Change in hardware preference: Windows to Mac; demotivating and problematic TMS installations	Cloud-based TM /TMS and internet-enabled mobile gadget as a replacement option for PCs installed with translation software
4.	Preference and demand for educational content on more recent mobile gadgets	Hence, the availability of cloud-based TMS irrespective of the location of students
5.	Job market demands for graduates with business acumen, state-of-the-art competence in most modern technology (machine translation, translation management systems, translation competence (project management, collaborative translation), crowd sourcing	Data sharing for editing and collaborative translation. Possibility for post-editing Machine Translation

Table 3: Challenges and opportunities in modern CAT-training

The advantage of these developments lies in the access to such online facilities from any geographical location where internet services are provided. This implies that the new opportunities need to be reflected in the already existing translation curricula, and be incorporated into new ones that are being developed.

On a whole, the challenges to CAT-training are also accompanied by new opportunities that can be adapted to various translation teaching contexts and curricula. Since translator educators play an essential role in the implementation of curricular contents in the classroom, the theme ‘translation trainers’ will be highlighted in section 3.5. In particular, the section will discuss trainers who are interchanging careers in professional language job specifications.

3.5 Translator trainers

Nord (2005c:209) acknowledges the reality of the various backgrounds from which translator trainers emerge, stating that this, in itself, is not bad (cf. Kelly 2005:55-56, Torres-Simón/Pym 2014:1, 3). Pym (2009:6) however argues that, where

> […] the teacher is not a professional translator, […] the training exercise cannot possibly result in the acquisition of professional skills, it can merely reproduce, at best, the concepts and the skills of the teacher".

The problem therefore lies in the quality of the teaching duties discharged by an amateur trainer in terms of the lesson contents, methods, and tools. Professional translator education (i.e., degree courses) apparently does not include teacher training for translator trainers. Even in cases of (fresh) TS graduates or translators who are employed as teachers for the first time, they typically rely on their own experiences about teaching or they seek information from relevant literature and/or colleagues (cf. Nord 2005c:209). All these are however considered insufficient (ibid.). It is therefore imperative that a framework of reference on the translator trainers' competence be drawn up.

Subsequently, the EMT proposal for translator trainers' lists competences translator trainers must possess in order to discharge their duties effectively. These are:

- A tertiary qualification;
- Professional work experience as a translator;
- Appropriate teacher training;
- Knowledge of TS and research for a specific course;
- 'Contemporary' teaching competencies, i.e., 'field, interpersonal, organisational, instructional and assessment competencies';
- Further adaptations of teacher competences to translation as a professional subject (cf. EMT Expert Group 2013).

With reference to this EMT listing, one could proceed on the premise that FL teachers working in a university environment would have received an academic education and

adequate teacher training and/or teaching experience.[174] Similarly, one could argue that the 'professional' work experience of FL teachers, who possibly only translate on a part-time basis,[175] may not be comparable to the professional experience of translators who translate on a regular basis. The condition "knowledge of TS scholarship and research for a specific course" (ibid.) suggests the possibility of the acquisition of such knowledge about translation either by enrollment and graduation as a TS student or simply by reading up facts about the subject. The latter option therefore is comparable to the perspectives shared by Strevens (1988:43), Ferguson (1997:80) and Egloff (2012:773) (see section 2.3.6).

Kelly (2005:150), for instance, clearly admits the need for translation trainers to be trained. In her opinion, the three areas requiring attention from translator trainers are professional translation practice, TS as an academic discipline and teaching skills (ibid., 151). The teaching competence is then described as a matter of central significance to translation teaching (ibid.). Teaching competence here includes the following skills:

- Organisational,[176]
- interpersonal (i.e., social skills of a teacher for interacting with students),
    - instructional (i.e., presentation skills and clarity, ability to motivate and stimulate discussion and reflection),
    - contextual/professional (understanding of the educational settings as well as the teaching profession),
    - instrumental (knowledge of training resources and the ability to maximise them in class) skills and abilities (ibid., 151).

In other words, apart from knowledge about other relevant aspects, the translator trainer needs to acquire knowledge about relevant teaching methods and learning styles as well as the benefits and limitations of applying the different methods. Examples of such are

[174] Qualification for teaching might be different in some cultures. In Nigeria, for instance, university graduates with good grades in a subject field might be given employment directly after the acquisition of their first degree and the conclusion of their national youth service with the NYSC. This may, however, be attributable to a shortage of staff, such as was experienced in the past. Such teachers' teaching competence may not be guaranteed.

[175] More about such cases in relation to the specific Nigerian setting will be discussed in Chapter 5.

[176] This refers to course design and classroom management.

Grasha's (1994:143-149) classification and discussion of teaching styles and Grasha/Yangarber-Hicks's (2000:2-10) learning styles, as shown in Table 4.[177]

Learning Styles		**Teaching Styles**	
Competitive	Students who learn material in order to perform better than others in class. Believe they must compete with other students in a course for the rewards that are offered. Like to be the center of attention and to receive recognition for their accomplishments in class.	Expert	Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.
Collaborative	Typical of students who feel they can learn by sharing ideas and talents. They cooperate with teachers and like to work with others.	Formal authority	Formal authority Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things".
Avoidant	Describes students who are not enthusiastic about learning content and attending class. Do not participate with students and teachers in the classroom. They are typically uninterested and overwhelmed by what happens in class.	Personal model	Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then emulate the instructor's approach.
Participant	Try to be good citizens in class. Enjoy going to class and taking part in as much of the course activities as possible. Typically eager to do as much of the required and optional course requirements as they can.	Facilitator	Emphasises the personal nature of teacher-student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement.
Dependent	Show little intellectual curiosity and learn only what is required. View teacher and peers as sources of structure and support and look to authority figures for specific guidelines in what to do.	Delegator	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the quest of students as a resource person

Table 4: Teaching and learning styles (Grasha 1994:143, Grasha/Yangarber-Hicks 2000:5)

Kelly (ibid., 152) is convinced that undergraduate and postgraduate degree programmes in TS adequately meet the needs (i.e., translator education and professional translation practice) of individuals, who would like to train translators, thus implying the compulsion of enrolment in such programmes for career changers. In essence, the necessity of training for instructors teaching vocational translation skills has been established. This implies that within both FL studies and TS, when the need is to teach translation for professional practices, teachers need to acquire additional training in the subject field and teaching and also have professional translation experience. A possible avenue recommended by Nord (2005c:220) is

[177] See also Lavault- Olléon (2013: 1-15, cf. Bowen 1994:178-179).

" […] the interplay of theory and practice […]: practitioners should not despise theory, while theoreticians might benefit from a "sabbatical" in a translation company […]". This signifies that trainers who have been absorbed from the industry need theoretical education, possibly in the form of seminars or conferences. Theoreticians may be interpreted as academics, who already teach in a university/higher institution setting, without having acquired practical knowledge and professional experiences about translation. FL teachers in higher institutions where translation is part of the curriculum fall under this category. Practitioners have not received formal education, but are already practising in the industry. This category of individuals need theoretical training. Beyond this, apart from the recommendation for the design of translator trainers' courses and self- and peer-assessment for trainers,[178] Kelly (2005:152-153) points out useful resources for educating the translator trainer. Examples of such are conference proceedings, conferences, TS associations, bibliographical databases and abstracts in TS, as well as TS journals and the literature.

3.6 Summary

The focus of this chapter has been to provide a context for translator education with respect to the central goal 'translation competence'. In this chapter, overviews of academic discourses on translation theories, competences, text and specialised texts in relation to their significance in translator education have been given. Other aspects examined are the contents of typical translation curricula, factors considered in curriculum design in TS, factors typical of translation classrooms, as well as possibilities for professional education in TS for translator trainers who are career changers. Although considered not up to recognised modern professional standards (such as EMT), vocational translation still takes place in FLL settings for the purpose of preparing students for prospective translation tasks. Educators in FL studies therefore, as a necessity, require additional skills to the already acquired working languages and teaching competencies, so as to help students acquire necessary translation skills.

Subsequently, teaching methods in TS have shifted from transmissionists' approaches, where lessons are completely teacher-oriented. Translation competence is now to be

[178] Even though the suggestion on self- and peer assessment is beyond the scope of this research work, it points out staff development possibilities for institutions where the teaching staff have not received qualifications in TS.

developed in collaborative learning environment(s), where teachers remain moderators of project-based learning and facilitators of reflective thinking. The core aspect in translator education is the know-how for handling texts professionally in the transfer of meaning across languages. For the impartation of this knowledge, several didactic steps involving different classroom and 'out-of-the-classroom' tasks have been used and are recommended in the academic literature. Some of these didactic steps may also be carried out in pre-translation language classes. In addition, the curricula of three institutions that were examined are examples revealing typical features of academic and vocational programmes, which may serve as adaptable models in designing and/or redesigning the syllabus for translator education in either academic or vocational settings.

On the whole, the overview of aspects in translator education as presented in this chapter serves as a platform for re-examining the possibility of teaching translation vocationally within FL studies. This is considered feasible, particularly because the review has highlighted intersecting aspects in both fields, such as communicative and intercultural competence, and text analysis, as well as some of the methods of handling texts and LSP texts. The differences between the two fields could be seen as well. For instance, the purpose and steps in text analysis in both fields differ. Thus, the review of scholarly literature in this research work has shown factors which are, and should be, involved in translator education. Quantitative and qualitative research methods have also been employed to reveal the status quo in translation teaching programmes in universities and in the industry. Issues in the translation classroom and real life experiences of translation trainees, teachers and translators have thus been uncovered by means of individual studies, using different research tools. The findings have more or less confirmed or controverted some of the academic views on translator education and are presented in chapter 4.

4 Translation in Germany: facts from educational institutions and practitioners

This section highlights the aforementioned mixed research projects carried out in Germany, the results gathered from them, and a discussion of these results. The objective of this part of the research work was to ascertain the essential aspects of translation in the industry and juxtapose these with corresponding themes in TS. By means of this comparison and contrast, central and fundamental parts of TS useful for planning a VOTT curriculum within GS can be ascertained. As mentioned in section 1.2, the mixed method approach was employed. Three research instruments were used, namely: participant observation, two different sets of semi-structured interviews and questionnaires.

The research project had two aspects covering translation in education and the practice of translation in industry. For the first aspect of the project which took place in educational institutions, three research instruments were used for different subject groups, namely: participant observation in translation classrooms, interviews with lecturers[179] and survey among the students of TS. Classroom observations were carried out in two selected universities to examine the translation teaching process. In addition, questionnaires were also administered to students in the universities where the classroom observations were made, to find out the students' positions on selected aspects of their studies. Likewise, the survey also served the purpose of providing further details on the translator's professional education that might not be revealed in the curricula, or that might have been missed during the participant observation,[180] as well as during the interview sessions (with the educators). In addition, interviews were conducted with teachers in TS in different universities with the objective of understanding lecturers' perspectives on translator educators and the curriculum. In the second aspect of the project, the sole instrument used was the interview. Th subjects were translators from different locations in Germany. In section 4.1, the empirical aspect of the project, (participant observation) is presented.

[179] These are also referred to as subjects, teachers, instructor or educators and are used interchangeably in this research work.

[180] During the observation period, only a few courses were selected. Although further courses were taken for more orientation in TS, these were not recorded as part of the research tool.

4.1 Classroom participant observation

First, it is important to reiterate that this research project was commenced as a lateral entrant[181] from FLT (i.e. teaching GFL) to TS. With regard to the classroom observations,[182] this means that professional translation sessions were being experienced for the first time within the framework of TS alongside beginning and returning students for the semester. Therefore, some of the opinions of students that will be discussed in section 4.2 were shared.

The primary objective for utilizing this survey instrument was to ascertain the practices in the translation classroom (teaching methods, techniques and strategies of translation[183] and translation teaching in the educational settings), comparing these with the translation curricula of the selected universities, as well as with published facts (where available) in relevant academic literature on translator education.[184] Beyond achieving the primary objective, the participant observation method provided the opportunity to reflect on the newly acquired knowledge as a typical student. Questions arising were then documented as personal questions, whereas standard questions were already fixed for gathering information on the observed sessions (see appendix 4 for the observation form). Records of observation were taken both for the purposes of the research work (to answer some research questions and to understand the position of students) as well as for acquiring further knowledge on translation.[185]

To begin with, two translation institutes (the Institute of Applied Linguistics and Translatology - IALT and the Institute of Translation and Multilingual Communication - ITMK) in two different universities (the University of Leipzig,[186] (Univ. Leipzig), and

[181] Lateral entrants are career changers, who, although qualified in a specific field, are practising in a completely different field.
[182] Participant observation refers to participation in an on-going event alongside an observation and simultaneous recording of that event. See http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/observation/partic.htm.
[183] Being a lateral entrant in professional translation, participation in core translation courses also provided the opportunity to access professional knowledge.
[184] This section only reports the sessions observed for the purpose of viewing scenarios in translation classrooms, which may be useful for curriculum planning as described in the objectives at the beginning of this research work.
[185] Prior to the commencement of the participant observation, an extensive literature review on TS had been done for a semester, which offered insights into peculiarities of translation as an academic subject.
[186] This institution will henceforth be referred to as IALT (Univ. Leipzig) in this research work.

Cologne University of Applied Sciences[187] (CUAS, known as Fachhochschule Köln)) were selected. This is because they both fulfil all the criteria of the 'European Master's in Translation' (EMT)[188] and the conditions of 'CIUTI'[189] for degree programmes in Translation[190] and Interpretation. Both institutions are part of the network of universities running a modern Master's programme in Translation. The conditions for admission into B. A. and M. A. Translation[191] degree programmes are considered noteworthy here. To gain admission into the BA and MA Translation programmes at both universities, there are different levels of language proficiencies that have to be met.

At the IALT, the criteria for admission into the B. A. Translation degree programme are: first, the results of a general university entrance examination, a corresponding vocational university entrance examination or a legislatively-recognised equivalent. In addition, the aptitude tests for B. A. Translation degree level must be passed and the proof of language proficiency in level B2 and B1I must be provided for the FL English or French, Spanish and Russian respectively.[192] At the M. A. Translatology level, the criteria for admission into the programme are a qualifying university degree alongside a pass in the aptitude test for the M. A. degree level and a proof of language proficiency in level C1 in the selected B-languages, which could be German, French, Russian and Spanish.[193]

At the CUAS, for the B. A. Multilingual Communication, students also need results from the university entrance examination, a vocation-related university entrance equivalent as well as proof of the required language proficiency.[194] The requirement for studying a second

[187] This institution will also be referred to as ITMK (CUAS) in further aspects of this work.
[188]The EMT is a project between the EU and higher education institutions offering master's degree in TS. See: http://ec.europa.eu/dgs/translation/programmes/emt/index_en.htm.
[189]'Conference Internationale Permanente d'Instituts Universitaires de Traducteurs et Interpretes' (CIUTI) is an association of university institutes with translation and interpretation (T and I) programmes. It serves by helping to maintain the excellence in T and I curricula based on laid-down principles. See http://www.ciuti.org/join-ciuti/admission--procedure/
[190] See http://ec.europa.eu/dgs/translation/programmes/emt/call/index_en.htm
[191]These programmes have different titles in the two universities. They will be described in details in further parts of this section.
[192] See https://ialt.philol.uni-leipzig.de/studium/b-a-translation/
[193]See http://ialt.philol.uni-leipzig.de/studium/b-a-translation. See also http://ialt.philol.uni-leipzig.de/studium/m-a-translatologie/.
[194]Certification for this is shown either through proof of the use of the specific first FL (any of the B- languages provided) for a specific number of years in school education or through a certificate of proficiency in levels B2 for English and B1 for French or Spanish respectively.

FL is also a B2-level proficiency in English, and an A2-level proficiency in French or Spanish respectively. [195] At the M. A. level, a B. A. in Multilingual Communication or in a corresponding field and a pass in the aptitude test are required. On the basis that course participants in the observed courses have met these requirements, these requirements serve as a first insight into the profiles of the students. Further details about the observed classroom sessions from both universities are given in section 4.1.1.

4.1.1 Observed classroom sessions

Class sessions of 24 courses were observed in the two aforementioned universities, with 13 courses belonging to IALT, while 11 courses were selected from the ITMK. Altogether, 144 hours of participant observation covering a range of courses in Translation was conducted in the two institutions during two semesters (summer semester (SS) 2010 and winter semester (WS) 2010 - 2011[196]). The bases for the selection of these courses were the course descriptions and contents as seen in the curricula of the two institutes. Significant aspects observed included: learning goals, themes and subtopics, course type and duration of course, language of the lesson, class size, course materials, media and further relevant materials, teaching methods and interaction forms, classroom work procedures, reference to theories in practical classes, relevance of theories to practical translation and/or professional translation in theoretical classes and feedback. Other points included in the report are 'tips' and 'homework', which are mainly included to provide examples of the class activity.

As will be seen in the reports on the observed classes below, the number of observation times for each course at both institutions varied. With respect to the objectives of the study, this was because some courses were considered more, or less, relevant than others. At the

[195] Additional FL lessons are offered for those who need to reach further proficiency levels. At the CUAS, aptitude tests are only compulsory for incoming M. A. students. See: http://www.fh-koeln.de/mam/downloads/deutsch/studium/studiengaenge/f03/ordnungen_plaene/bpo_msk_endfassung_04.07.08.pdf. See also http://www.fh-koeln.de/mam/downloads/deutsch/studium/studiengaenge/f03/ordnungen_plaene/mpo_fub_endfassung_23.07.07.pdf.

[196] Typically, semester lecture periods (Vorlesungszeit) in the SS in German universities start at the beginning of April and end in July, although the semester officially ends in September. WS starts on 1st October and ends on 31st of March. These periods however differ slightly from the lecture periods at Universities of Applied Sciences (Fachhochschulen), where the WS begins on the 1st of September and ends on the 28th of February, and the SS begins on the 1st of March, and lasts till 31st of August.

IALT, different courses with similar scenarios, such as practical translation sessions, were no longer observed, if the procedures were the same or were being taught by the same instructor, using the same methods. At the ITMK, apart from the courses observed more than once, three courses could only be observed on one occasion each. The observation periods for these courses were shortened to enable a continuation of the observation at the University of Leizig. Section 4.1.1.1 therefore reports the scenarios from observed courses at the IALT, while 4.1.1.2 discusses those selected from the ITMK.

4.1.1.1 Universität Leipzig

As mentioned earlier, 13 courses consisting of lectures, seminars and tutorials were observed in this university. Eight courses were selected at the B. A. Translation level, five others from the 'Diplom', the 'Diplom'/M. A. Translatology, the ERASMUS[197]/'Diplom' and the M. A. Translatology courses.[198] Table 5 gives a concise illustration of the observation reports. Information about the educators is presented in section 4.3 since all educators in the observed courses were interviewed as further aspects of this research work. The teaching methods and interaction forms identified in the course of the observation were based on the classifications of Grasha/Yangarber-Hicks (2000:5) and Schelten (2004:226), as discussed in chapter 3.

[197] ERASMUS is a student exchange programme (instituted in Europe) that requires students to leave their home university and continue abroad in another recognised educational institution for (at least) a semester. See: http://ec.europa.eu/education/lifelong-learning-programme/erasmus_en.htm 03.

[198] The curricula at IALT have been designed such that there are connecting points at which students studying different degree programmes take the same courses during different semesters of study. This is the case, for instance, with the course 'Linguistische Aspekte der Translation C-Sprache' being offered as a core course for 'Diplom' as well as M. A. students. Some compulsory B. A. courses are also offered as electives.

Observation at the Universität Leipzig

Class 1

Einführung ins Fachübersetzen I A-B Sprache (en-de)
Course type: Seminar (B. A. 4th semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: 16
Goals/Topics: To introduce students to the translation of technical texts, using samples of different texts from different areas of subject fields, generating solution strategies for recurring problem fields, building the foundation of technical competence, broadening the research competence and further development of the foreign and native language competencies.
Subtopics: Electricity/electronics/micro-electronics (language group A, B), themes in natural and life sciences (language group C)
Course materials: ST
Media/materials: Computers with TMS 'SDL Trados 2009' for each student
Teaching method: Teacher-centred expert/personal model and learner-centred facilitator model
Interaction form(s): Frontal teaching
Work procedures: Selection of ST based on semester plan for weekly translation discussions, distribution of ST to be translated to students, 15 minutes presentation on short research tasks by students, detailed discussion of the translation of selected student, used by other students for TT correction.
Tips: Problems of the use of passive and the directness of communication, arguments for/against word selection, consistency in word selections for specialised texts, a note of caution about synonyms, detailed explanations /repetitions for texts with pictures may not be necessary.
Theoretical reference: implicit
Feedback: Discourse
Homework: ST, to be translated and brought to class for discussion in the following week.

Class 2

Sprachtechnologie[199]
Course type: Seminar/Tutorial (Erasmus/'Diplom')
No. of times observed: 4
Duration: 2 lesson periods
Language of lesson: German
Class size: 31
Goals/Topics: Introduction to working with different integrated Translation Memory Systems (TMS), introduction to working with dictionary components of integrated TMS, introduction to software localisation with the localisation component, preparation for certification level 1(SDL Trados**)**
Subtopics: SDL Trados 2009, Déjà-vu, MemoQ and Wordfast, Multiterm, SDL Passolo, Project management, Certification exam for SDL TRADOS
Course materials: See media/materials
Media/materials: Powerpoint (PPT) presentations, computer laboratory with installed TMS on all computers, free trial version of SDL Trados 2009 for a limited number of days, free TMS - Across
Teaching method: Teacher-centred expert/personal model
Interaction form(s): Frontal teaching
Work procedures: Teacher discusses, using visual illustrations in PPT presentation. Students work in twos or threes on a computer, observe the features of TMS or Term databases on the computer, and try out the features in turns within the available time.
Theoretical reference: Implicit
Tips: Information about specific personal experiences with some TMS. Quality check specifications could be made, e.g. in cases of unsuitable words. Every TMS has the same function, although designed differently.
Feedback: Students' questions were answered.
Homework: Unobserved

Class 3

Textanalyse und Übersetzen
Course type: Seminar (B. A. 4th semester)
No. of times observed: 3
Duration: 2 lesson periods
Language of lesson: German
Class size: 21
Goals/Topics: Contrastive analysis of samples of the same text

Class 4

Einführung ins Fachübersetzen -B-Sprache (en-de)
Course type: Seminar (B. A. 6th semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: 65 (participants' mailing list)
Goals/Topics: Treament of typical text type conventions and

[199] It is noteworthy that although this course was observed in the SS with both Diploma and Erasmus student groups, it is also typically offered in the WS as B. A. (third semester) and M. A. (first semester) courses. This explanation is deemed necessary because in further aspects of this research work, where respondents (students) from both universities evaluated their work with translation tools, the respondents made reference to their experience, while participating in the courses, either at the B. A. level or at the M. A. level. The course features the same contents at both levels and provides students with information on downloading free and demo-versions of the CAT-tools. At the IALT, extensive preparations (discussions) were made for the SDL Trados Studio level 1 certification examination and the exam was taken by some students.

types in English and German, further development of students' cultural competence through intensive work with authentic texts from different English-speaking cultures, acquisition of knowledge of text type conventions and typical text type vocabulary
Subtopics: Text genres, TA, parallel texts, text-production competence for translation
Course materials: Selected academic literature, analysis scheme, sample texts for analysis
Media/materials: Overhead projector (OHP) and corresponding materials, black- or whiteboard
Teaching method: Learner-centred facilitator model/Teacher-centred expert model
Interaction form(s): Frontal teaching/Group work
Work procedures: Teacher's presentations in the introductory stages of the semester, students' presentations according to the teaching schedule in the latter stages, discussion of relevant academic essays.
Relevance for practical translation: Practical TA with a literary text
Tips: Questions to ask when translating difficult literary texts, where to do research, Lasswell formula/Nord
Feedback: Discourse
Homework: Uploaded tasks relating to TA on the learning platform (or the virtual learning environment)

Class 5

Einführung ins Fachübersetzen I (A-B) (de-en)
Course type: Tutorial (B. A. 4th semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: English
Class size: 20
Goals/Topics: Focus on problems in translating LSP text types into English.
Subtopics: Finding the correct terminology, issues of syntax and style, techniques for researching and problem-solving strategies for coping with the unknown
Course materials: Printouts of ST posted on the learning platform[201]
Media/materials: Computer-furnished classroom, with relevant TMS, (suggested) reference materials, i.e., links
Teaching method: Learner-centred facilitator model
Interaction form(s): Frontal teaching/classroom discourse translation problems
Subtopics:Wind energy, automotive engineering, power engineering, patent specifications
Course materials: Attendance list for regulating participation,[200] ST
Media/materials: One PC and one data projector for typing out and projecting translation decisions.
Teaching method: Teacher-centred authority model/classroom discourse
Interaction form(s): Frontal teaching
Work procedures: Explanation of the agenda (including planned excursion). TT are submitted to the email address provided by the deadline. Instructor selects problematic areas in students' TT for classroom discourse. Review of TT, student role plays, especially as translator, client and editor. Theoretical reference: Explicit
Tips: unobserved
Feedback: Discourse
Homework: Uploaded tasks sent through the mailing list

Class 6

Terminographie
Course type: Seminar (B. A. 6th semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: 30
Goals/Topics: General terminology theory, practical skills in translation-relevant terminography, terminology management
Subtopics: Terminology, DIN
Course materials: Handouts
Media/materials: Computer-furnished classroom, Computer-Aided Terminology System (CATS[202]), internet, e.g. students' search on Wikipedia for terms.
Reference materials: DIN 2342, DIN 2336, literature for further reading[203]
Teaching method: Teacher-centred expert/personal model
Interaction form(s): Frontal teaching

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[200] Students were being called out in turns to read out their translations (i.e., one or two sentences) for the classroom discourse. The course instructor pointed out at a much later date that this method became obsolete in 2013. The new method adopted was that the instructor corrected the translation of every student before the commencement of the next translation lesson, so that the problems identified in the TT can be discussed during the class sessions.

[201] An instructor at the institute maintained that printed course materials have ceased to be distributed due to the institute's preference of the modern onlime learning platform 'Moodle'. However, the course instructor in Class 5 distributed course materials during the observation period. Notes and handouts (usually the ST or links) were also collected from other class participants who attended the some of the unobserved sessions.

[202] CATS is a terminology management software (TVS) that was used in the course 'Terminography' only at the Univ. Leipzig. See http://www.uni-leipzig.de/~xlatio/cats/.

203 These were 'Einführung in die Terminologiearbeit' and ‚Normen für Übersetzer'.

Work procedures: Already submitted TT are brought to class for discussion. Teacher‘s procedures for translation is shared after students discuss their own. Students correct the errors in their TT.
Theoretical reference: Implicit
Tips: Tips are implicitly expressed in the instructor’s explanation of individual translation steps and job experiences. Strategies for searching out parallel texts, research tips, (e.g. google bombs), the significance of the knowledge of the background to the ST prior to translation, emphasis on simplicity and politeness, discussion on pricing, word count and proofreading.
Feedback: Discourse (students' questions, teacher’s informative and experiential answers).
Homework: Short research tasks on problem areas and specific strategies.

Class 7

Linguistische Aspekte der Translation C-Sprache
Course type: Seminar (‘Diplom’/M. A. 2nd semester)
No. of times observed: 3
Duration: 2 lesson periods
Language of lesson: German
Class size: 20
Goals/Topics: Translation-related linguistic aspects in the comparison of the English and German languages, lexical and grammatical differences, sociolinguistic aspects, language varieties, and stylistics.
Subtopics: Relationship and differences between language and translation, general language and LSP, text in linguistics, competencies for translation
Course materials: A compilation from selected academic texts as handouts for the semester
Media/materials: Classroom furnished with OHP and corresponding presentation facilities
Teaching method: Teacher-centered expert model
Interaction form(s): Frontal teaching
Work procedures: Teacher discusses, students take notes. Questions from both students and the teacher are addressed. Class schedules featured students’ presentation on specific dates in the future
Relevance for practical translation: Explicit
Tips: Translation competence cannot be completely trained in the educational institutions. FLL and L1 learning phases are never complete. Text competence must be consciously developed, even in the L1. Functionalists translate better.
Feedback: Discourse
Homework: Reading and preparation of academic texts

Class 8

Translatologie – B-Sprache
Course type: Seminar (B. A. 2nd semester)
No. of times observed: 3
Duration: 2 lesson periods
Language of lesson: German
Class size: 26
Goals/Topics: Translating, using the approaches of TA and translation from Nord and Neubert.
Subtopics: Micro and macro text elements in relation to the ST and TT, the specific nature of translation as text-based, recognising, reflecting and solving translation problems of different categories, acquisition of professional metalanguage competence, integration of theory and practice, the focus of TS, equivalence.
Course materials: Compilation of academic texts from selected publications as handout for the semester
Media/materials: Classroom, furnished with OHP with corresponding facilities.
Teaching method: Teacher-centered expert model
Interaction form(s): Frontal teaching
Work procedures: Discussion of selected literature in combination with questions prepared by the instructor
Relevance for practical translation: explicit
Tip: Contrary to real life professional practice, it is necessary to discusstheories in translator education.
.**Feedback**: Discourse
Homework: Reading and preparation of academic texts

Class 9

Übersetzen allgemeinsprachlicher Texte en-de IV (Wirtschaft)
Course type: Seminar (‘Diplom’)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: German
Class size: unobserved
Goals/Topics: Emphasis on challenging texts from ’The Economist’ and the ‘Business Week’
Course materials: ST
Media/materials: 1 PC with data projector
Teaching method: Teacher-centred personal model
Interaction form(s): Frontal teaching
Work procedures: Students’ translated and uploaded texts (on the learning platform) are read out for discussion and correction. The correction of student opinions on colloquial expressions is also included. Students correct their own translations after the teacher's opinion is heard.

Work procedures: Discussion of semester plan, discussion of selected pages of handout.
Students could look up unknown terms on the internet.
Relevance for practical translation: Explicit
Theoretical reference: Explicit
Tip: Databases should be examined critically
Feedback: Students’ questions were answered.
Homework: Creation of glossaries

Class 10

Kontrastive Fachtextlinguistik – Englisch
Course type: Lecture (B. A. 4th semester)
No. of times observed: 3
Duration: 2 lesson periods
Language of lesson: German
Class size: unobserved
Goals/Topics: Different ways of approximation in the description of specialised texts and text types. The central points are: the most modern interdisciplinary approaches of specialised text linguistics, relevant equivalence problem areas (for interpretation and translation).
Subtopics: Language and Linguistics, comparative language research, Contrastive Linguistics .
Course materials: Selected literature for photocopy
Media/materials: Course instructor's laptop for presentations, data projector
Teaching method: Teacher-centered expert model
Interaction form(s): Frontal teaching

Theoretical reference: Implicit
Tips: unobserved
Feedback: Corrections, discourse
Homework: Uploaded tasks on the learning platform

Class 11

Technische Redaktion
Course type:Seminar/Lecture (M. A. 6th semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: 7
Goals/Topics: Basics of quality assurance in translation, methods and problems of translation evaluation in teaching and practice
Subtopics: Attaining quality in translation and technical documentation, pricing, interaction between translators, editors.
Course materials: Teacher's presentations
Media/materials: 1 Laptop and data projector, recommended literature
Teaching method: Teacher-centred expert model
Interaction form(s): Frontal teaching, classroom discourse
Work procedures: Teacher discusses issues and raises questions, students respond, teacher explains further.
Relevance to practical translation: Explicit
Theoretical reference: Explicit. Names of scholars and their theoretical ideologies, schools of thought and samples of published books on relevant theories for further reading.
Tips: Relevant aspects of teacher's experiences as educator and translator, (for instance, 'not every quality assessment model is implementable'), marking scheme for quality assessment in students' examinations
Feedback: Discourse
Homework: unobserved

Class 13

Übersetzen fachsprachlicher Texte (B-A)
(de-en)
Course type: Tutorial ('Diplom'/M. A. 4th semester)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: English
Class size: unobserved
Goals/Topics: Effective strategies for dealing with 'real world' problems in German-English texts
Course materials: 'Real world' texts
Media/materials: Computer-furnished classroom with data projector
Teaching method: Learner--centred facilitator model
Interaction form(s): frontal teaching/classroom discourse
Work procedures: Students translations (uploaded on the learning platform) are discussed with the instructor in class, while a student volunteers to type out the decisions.
The instructor's own procedures in translation are given with reasons for each decision reached. Students correct their individual translations
Theoretical reference: Implicit
Tips: Implicitly expressed in the instructor's explanation of individual translation steps and job experiences. Issues relating to appropriate word choice based on contemporary word use are discussed; for example, 'wife' versus 'partner'
Feedback: Discourse
Work procedures: Teacher reads and discusses from handout
Relevance for practical translation: Unobserved
Tips: Unobserved
Feedback: Discourse
Homework: Specific topic-related questions for further discussion

Class 12

Übersetzungsprobleme zweite B-Sprache (en-de)
Course type: Seminar (B. A. 2nd semester)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: German
Class size: unobserved
Goals/Topics: Basic training in translation from English into German
Subtopics: Working with excerpts from different text types, translation competence and the sub-competences; support tools and their relevance for decision making, factors to consider during ST analysis and TT production, various types of translation problems
Course materials: ST
Media/materials: Computer-furnished classroom with TMS and data projector
Teaching method: Learner-centred facilitator model
Interaction form(s): Classroom discourse
Work procedures: ST are posted on the learning platform, students translate and upload their translations to meet the deadline. Translations of individual students are selected for thorough discussion according to the semester plan. Class decisions are projected directly in the selected translation. Students do self-correction by means of the projected decisions.
Theoretical reference: implicit
Tips: Unobserved
Feedback: Discourse
Homework: Uploaded tasks on the learning platform

Homework: Uploaded tasks on the learning platform

Table 5: Observed classroom sessions at the University of Leipzig

As shown in Table 5, the teaching methods in the different observed sessions varied: Some sessions were learner-centred, while teachers were in the foreground in others. In classroom one, the teacher determines the texts for the weekly class sessions and then discusses the course schedule with students. Volunteer students decide which texts they want to translate and present in class. The teacher documents which texts would be translated by all students but presented by specific students during specified lesson periods in the semester.[204] These texts are then delivered to students via the learning platform. Students (typically not the ones presenting their translations for evaluation) are selected to do brief research in relation to the theme in the ST and present their findings on specific issues about the specialised field before the class discussions on the selected translation begins. The teacher addresses the theme generally from personal knowledge and experience, while at other times, students had to discuss among themselves as a class. Students often jotted down the final decision in relation to the teacher's expert explanations. The available computers were sufficient for the number of course participants (cf. Schmitt 1998:349). However, theories were not discussed explicitly. The allocated time (90 minutes) was usually insufficient as there were always several details and deliberations on the decisions.

In classroom two, the teacher played the role of an expert, whose translation steps (procedures) with the use of the TMS are to be followed by the students. Since the student group was large, the group was divided into two, and a different period of time was selected for the other group to discuss the same topic. [205] Nonetheless, there were 31 participants in the group observed and some still had to work in twos and threes.[206] The teacher prepared PPT presentations, in which various TMS (SDL Trados, Déjà Vu, Across, MemoQ, Transit and

[204] Not all students' translations are evaluated in this course. Students sometimes volunteer based on the fact that they need a credit-point-certificate (Leistungsschein) for their attendance and active participation.
[205] Students eventually had to decide to which of the two groups they want to belong. During the observation period, when students missed a lesson in a group, they were allowed to get back what was missed by coming for the lesson of the other group.
[206] The computers in the classroom were not sufficient for each student to work alone on one. Some had access to one, while others paired up.

Wordfast) and their functions, as well as activities involved in project and quality management, were concisely described. The TMS were already installed on the computers because the university had purchased licences (Campus licence) for them. The importance of SDL certification for freelance translation practice was also mentioned to the students, thus encouraging them to take the free exercises and the certification examinations. Students were well informed about the subsidised purchase rate of SDL Trados for students. The teaching tempo was fast, such that as a class participant and career changer, it was sometimes difficult to catch up with the pace of the presentations (with the bulk of information) while trying to become acquainted with the features of the tools on the desktop computer.

The observed lessons in classroom three (Textanalyse und Übersetzen) were theoretically based, with explicit connections to practical translation, while the use of a semester handout (containing selected academic essays) ensured that course participants had materials for preparations prior to the class sessions. The teacher also adopted the role of an expert when giving explanations. Since the course was about TA, the teacher already provided the model to be used as well as simple texts to be analysed in class, with students working in groups. Students were also scheduled to give presentations in the latter stages of the course sessions. The theoretical themes in the sessions were therefore handled such that students had corresponding exercises to do. During the periods of observation however, no specialised text was analysed. Apart from that, there were no simulation of time pressure such as could be found in real-life translation practices.

Classroom 4 was the largest class group, in which observations were done with 65 course participants. A mailing list with the emails addresses of the course participants was prepared by the instructor, who sent emails with the text to be translated weekly to all participants. The number of course participants was therefore extracted from the list. Being a practical seminar class, participants were required to translate and discuss their translations. Owing to the large size of the class group, there was only a little time allowance for the discussion of excerpts from each student's translation. In any case, Schmitt (1985:125) already points out that a complete review of translated texts cannot be done orally in a practical translation class. The teacher however deviated from the traditional translation classroom, and enforced the participation of all students by means of the participant list. One PC is provided in the classroom with a data projector for projecting translation decisions as the TT are reviewed. Three students play three different roles. One is constantly seated at the PC typing out the translation decisions for projection. The two other students play the roles of a freelance translator and that of a client/editor (cf. Schmitt 1998:349). Names were being called out intermittently in each class session (after the previously called students had

presented and defended their translations, or criticised others' translations). The students called could play any of the two latter roles. Since the course participants were required to meet a deadline by submitting the TT to an email address provided, not later than the set date,[207] the instructor is able to select specific problematic areas from students' translations for discussion in the classroom.[208] These problem areas are then used in raising questions about the appropriateness of the translations. On the one hand, the lessons were teacher-centred, because of the instructor's control which was used to ensure the compulsory participation as well as the final quality control. On the other hand, the classroom discourse was learner-centred, as many students could share opinions on their decisions while translating, simulating roles of players in real-life professional translation market.

In classroom five, the sessions were learner-centred, although the interaction form was frontal. Students shared their experiences in the translation assignments, problems and strategies they used. The teacher's suggestions are given to show teacher's experiences while translating the specific text and other similar ones. In addition, the sessions in classroom six were both theoretical and practical. The participants worked in twos and threes on the available computers. The TVS 'CATS' was available for purchase by interested students, as it was one of the tools to be used in the course. Classrooms seven and eight featured purely theoretically sessions that pointed out the link between the acquired knowledge and practical translation. As in classroom four, the practical translation session also took place in a classroom with one PC and data projector. The teaching method in this class was however the teacher-centred personal model. There was a large number of course participants in classroom 10. Being a lecture, the instructor provided handouts, in which the points of discussions were based. At other times, the instructor made use of PPT presentations. Although the sessions were not associated with practical translation, the sessions were very informative, with practical examples of the linguistic aspects being discussed in the English and German cultures.

[207] As at the time the observation was being carried out, ST were distributed through the mailing list to all the course participants, who also translated the texts and submitted it to the e-mail address given by the instructor. However, the learning platform being used for the course presently is http://un.iversity.org/courses/65052/cover#questions.

[208] The instructor of this course provided this information in a discussion outside the classroom.

The course in classroom 11 also featured theoretical references with practical relevance to translation. The examples and views of the instructor showed experience in translation teaching and practice. Samples of relevant academic literature were brought into the classroom for students' viewing. Theoretical aspects that were already discussed by the instructor in published articles, as well as in the publications of other scholars were raised. Clear explanations were given to show the relationship between theoretical perspectives and the practice of translation. Lastly, classroom 12 and 13 were both observed once. They were both practical sessions in computer-furnished classrooms. The sessions were both student-centred. An unusual requirement in the course description of classroom 13 was that the 'real world' ST being treated must be kept confidential.[209]

Overall, the observation reports of seven practical translation courses, five theoretical courses and a course with both theoretical and practical aspects ('Terminographie'), all with duration of 90 minutes each week at the Univ. Leipzig, have been presented in Table 5. Although the learning goals for each course have been specified in the syllabus, each teacher decided the teaching methods and the interaction form to be used in the class. Teacher-centredness is a general feature in many of the observed sessions, with varying combinations of the personal, expert and authoritative models. However, the learner-centred methods also featured, and were combined with, the facilitator models. Interaction took place as classroom discourse and/or in the frontal form, where the communication is between the teacher and the student(s). In situations where group tasks were assigned, or where students shared a PC, interaction (for different purposes) took place between the participants. Apart from these, either of the two different models for computer use in a modern educational institution for translators, as discussed by Schmitt (1998:349), were observed in all the practical courses.

The issue of theory-practice integration is also noteworthy. Although all the courses were part of the curricula for training translators at different degree levels, the practicality of the knowledge from some courses were not explicitly discussed in some of the observed courses. Another common feature in the observed sessions was that translation tasks were always assigned as homework, while only the review was done in class. The classroom quality assessment (feedback) was often done together as a group (teacher and students).

[209] See https://ialt.philol.uni-leipzig.de/download/0/0/1421762167/861d580b232148c67f25a5f810a9ab2badfa1b7e/fileadmin/ialt.philol.uni-leipzig.de/uploads/Vorlesungsverzeichnisse/SS10.pdf, p. 10.

There were no corrections done by the teacher on individual students' translations. In one theoretical seminar, apart from the fact that students' motivation were maintained by means of group tasks that included translation-oriented analysis, students were to make contributions by giving presentations, which enforces an understanding the theoretical concepts. .

4.1.1.2 Cologne University of Applied Sciences

Section 4.1.1.2 discusses the participant observation carried out at the CUAS. To start with, theoretical and practical course sessions (i.e. lectures, seminars and tutorials) were observed at both B. A. and M. A. levels at the Cologne University of Applied Sciences. Two B. A. Multilingual Communication and nine M. A. Specialised Translation courses were observed in all. The observed courses are presented in Table 6 and consist of seven practical courses and four theoretical courses. Depending on the course descriptions and goals, theoretical references in practical translation courses, relevance to practical translation or professional translation practice, were also aspects that were evaluated in the observed sessions. Apart from classroom 3 which was furnished with computers and CAT-tools, the remaining courses took place only in classrooms with projection facilities (OHP or data). Similar to tutorials and translation seminars at the Univ. Leipzig, the translation assignments were given to students to be done at home and their translations were discussed during lesson periods in the classroom. Some translation tasks which commenced in the classroom were also to be completed as home work. In addition, there was a PC-room with TMS installed on the computers, so that students could access the CAT-tools during self-study on campus in order to facilitate students' mastery of the use of the tools.[210]

[210]See http://www.f03.fh-koeln.de/fakultaet/itmk/studium/computer/. See also http://www.f03.fh-koeln.de/fakultaet/itmk/studium/computer/00644/index.html.

Observation at the Cologne University of Applied Sciences

Class 1

Fachtext Technik de-en
Course type: Tutorial (M. A., semester varies)
No. of times observed: 6[211]
Duration: 4 lesson periods
Language of lesson: English
Class size: 10
Goals/Topics: Development of skills for translating technological, scientifical and medical texts, practice-oriented translation of authentic texts, e.g., data sheets, operating manuals, technical reports, development and application of corresponding research strategies and processes as well as an introduction in the subject area, introduction to the use of modern aids such as databases and the internet, technical marketing, and technical advertising.
Subtopics: Technical marketing/technical advertising, spacecraft/astrology, nuclear medicine/CT/PET
Course materials: ST, marking scheme, (suggested) reference materials - internet search (on personal notebooks), dictionaries and theme-related printouts distributed by the instructor.
Media/materials: OHP and corresponding writing materials
Teaching method: Teacher-centred expert model/learner-centred facilitator model
Interaction forms:Frontal teaching, discourse, partner work, individual work
Work procedures: Every student had to write a paragraph of their translation on the transparent sheet for use on the OHP. Where the paragraphs were short, they wrote two paragraphs. Students and the instructor

Class 2

Sprachdatenverarbeitung
Course type: Tutorial[212](M. A., 3rd semester)
No. of times observed: 6[213]
Duration: 2 lesson periods
Language of lesson: German
Class size: 16
Goals/Topics: Development of skills for working with language processing tools, practical experiences in handling CAT-tools (TMS) , comprehension of the concepts, function and usability, considering areas of use and scenarios, as well as the different relevant file formats in professional practice
Subtopics: TMS,[214]terminology databases, translating from HTML/XML-files with TMS, translating from Word-processing files with TMS Project management - Trados-Synergy
Course materials: Semester plan, presentations from the teacher and students
Media/materials: Computer laboratory with TMS installed on all computers, demo and free versions of software for home practice, data projector, recommended literature and useful website links for translators
Teaching method: Teacher-centred expert-model/learner-centred delegator model
Interaction forms: Partner/team work on presentations (2-3 students).
Work procedures: Introduction of course plan, discussion of course formalities and distribution of topics to students for presentations, lecture on

[211] During discussion with the course instructor (who also readily provided vital information during the participatory observation), it was discovered that the teacher had no formal translator training, but was raised as a 'balanced bilingual', who had a native German-speaking childhood in the English-speaking part of Canada. The instructor travelled in and out of Canada and Germany on holidays and eventually settled in Germany as a lecturer at the institution after having successfully taken the state's examination for translators (Staatsexamen) and having practiced as a translator in German industry. This further strengthened the interest to observe the course for a longer period, so that the instructor's experience and expertise might be observed.
[212] This particular course featured in the module handbook as a tutorial, but was described as a lecture after it had been assigned to a course instructor. See „internes Vorlesungsverzeichnis Sommersemester 2010", 40.
[213] Due to the difference in semester timetables, the observation of this course were started prior to that of the equivalent course 'Sprachtechnologie' at the Univ. Leipzig. Considering that the course was also scheduled for student presentations on translation tools and an initial assumption that the course was the only introduction to the tools for lateral entrants, the observation period for the course was extended. However, it was discovered that students of the degree programme 'M. A. Specialised Translation' are required to take a tutorial course 'Übersetzungstechnologie' in their second semester both as an introduction for lateral entrants and as a platform for practising the use of the tools. Students who had undergone the B. A. Multilingual Communication programme are already introduced to the tools in the course 'Sprachtechnologie'.
[214] Demo-versions of the software discussed in class could be downloaded from the learning platform for practice during self-study.

comment on the projected translation, deciding on the best option(s) and giving reasons for their decision.
Tips: Proper nouns, especially the abbreviated ones are to be written; starting with capital letters, background information to ST, listing and explanation of theme-related specialised terms and phrases (in technical, marketing and advertising areas), vocabulary work (short discussions in relation to the listing).
Theoretical Reference: implicit
Feedback: Instructor notes common errors (e.g., false friends in technical German and English) in students' translations on another transparent sheet or the black- or whiteboard. These are discussed while a student writes his/her own translation of a paragraph on a transparent sheet for class discussion. Every student gets a chance to have at least a paragraph of his/her TT reviewed during the four-hour session.
Homework: Completion of the translation of the ST typically given out as printouts in class

Class 3

Gesprächsdolmetschen für Übersetzer
Course type: Tutorial (M. A., 2nd semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: English and German
Class size: 8
Goals/Topics: Ability to take up smaller interpretation tasks, exercise of typical interpretation and negotiation situations between a German and an FL-speaking business partner in daily professional routine, developing the ability of interpreting conversationson a very non-specific subject, interpreting interviews and explanations of applicable techniques.
Subtopics: International business interview texts, e.g. German Wings, Lufthansa.
Course materials: Interview texts in two languages, causing the interpreter (student) to switch between the two languages.
Media[215]**/materials**: Reference materials, i.e. politically and economically oriented newspapers and magazines, academic literature on notes techniques, magazine texts from the internet
Teaching method(s): Teacher-centred authority model
Interaction forms: Frontal teaching (teacher-student interaction).
Work procedures: A simulation of bilateral interpreting takes place.The instructor reads out approximately two long sentences (similar in length to short conversation). The instructor repeats the text. Students note down the most important points and interpret it into the TL (en/de), depending on the SL chosen. Students are sensitised to on the penalty for committing grammatical errors in the examination.
Student interprete faster in their L1 than in the FL.

Class 4

Fachtexte Recht
Course type: Tutorial (M. A., semester varies)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: German
Class size: 17
Goals/Topics: Ability to translate legal texts from English into German, practical written translation of authentic texts considering the subject-specific terminologies and text conventions, application of corresponding research and translation strategies as well as an introduction to the subject field.
Subtopics:Contracts, legislative texts, statements of claim, treatises,
Course materials: Handouts, i.e. glossaries, printout of PPT presentations
Media/materials: (Suggested) reference materials, i.e. ST
Teaching method: Teacher-centred personal model/learner- centred facilitator model
Interaction forms: Individual work, frontal teaching
Work procedures: Students get both ST and TT. They first get ST, which they translate. Large student groups get TT from the teacher for comparison, correction and discussion in the class. Small student groups submit their translations for correction, which is later discussed in class. The teacher's translation is given as the marking scheme.
Tip: There is a reason for each translation decisions (term selection)
Theoretical Reference: Implicit
Feedback: Discourse, teacher-centred

overview of TMS and terminology databases, introduction to the day's topic and short descriptions of instructor, students' PPT presentations on distributed topics, comments on students' presentations. Students with years of experience in the industry were requested to help others to become familiar with the tools. Students' presentations are uploaded on the online learning platform.
Tip: Listing of useful website links for translators
Theoretical Reference: Explicit, brief, relevant academic literature on TMS
Feedback: Discourse
Homework: Teamwork on distributed tasks, collaboration of presenting students with course instructor prior to presentation in class

[215] During the sessions of observation, no electronic media were used in class. The course materials were interview texts in the two languages mentioned.

Tip: Management of unknown and obscure contexts, management of unheard speech parts
Theoretical reference: implicit
Feedback: Teacher corrects student errors after individual rounds of interpreting.
Homework: Unobserved

Class 5

Fachtext Technik (en-de)
Course type: Tutorial (M. A., semester varies)
No. of times observed: 4
Duration: 4 lesson periods
Language of lesson: German
Class size: 10
Goals/Topics: The translation of practice-relevant technological/scientific/medical specialised texts at the professional level, practice-oriented translation of authentic texts, (e.g. from fields such as power engineering, air-conditioning technology, automotive engineering, electrical engineering), considering the corresponding text genre conventions, development and application of corresponding research strategies and processes as well as an introduction in the subject area, introduction to the use of modern aids such as databases and internet.
Subtopics: Colours and dyes in chemical technology
Course materials: ST, marking scheme, coloured inorganic pigments
Media/materials: OHP and corresponding writing materials, (suggested) reference materials such as textbooks and technical encyclopedia
Teaching method: Teacher-centred expert model
Interaction forms: Frontal teaching/ classroom discourse
Work procedures: Students' TT are discussed. Text comprehension is emphasised, students are encouraged to create definitions of concepts in the TL TT is summarised in the TL and presented orally in the class group. Short research tasks are assigned on colours and pigmentation in various eras, religions, countries, polysemy is discussed as a problem.
Theoretical reference: Implicit
Tips: Reading articles about terms with ambiguous meanings in the TL for clarity, taking note of 'time' in the ST, to ascertain if the message is current or old, using analogies when concepts are difficult to translate
Theoretical reference: implicit
Feedback: Individual students read out their translations. Other students agree with it or give their suggestions. The course instructor writes down and categorises errors and problem areas in students' translations, comments on the arguments and chooses the best option(s) based on expertise and experience, gives feedback on error classification using the overhead projector.
Homework: ST to be translated by students and discussed in the following week

Class 6

Translationswissenschaft
Course type: Lecture (M. A. 1st semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: Unobserved
Goals/Topics: Teaching of current and relevant theories for specialised translation, concepts in TS, its development and applicable areas, discussion of its relevance for professional translation
Subtopics: Equivalence theories, Skopos theory, corpus-based theories of translation, basics of TS, culture orientation, quality management in translation, translation competence
Course materials: PPT for the lectures
Media/materials: 1 Laptop and data projector, recommended literature
Teaching method: Teacher-centred expert model
Interaction forms: Frontal teaching
Work procedures: The instructor presents the state of research in terms of the TPR while students take notes.
Tips: Unobserved
Relevance for practical translation: Implicit
Feedback: Discourse
Homework:Unobserved

Class 7

Fachsprache und Fachkommunikation
Course type: Lecture (M. A., 1st semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: Unobserved

Class 8

Einführung Technik I (de-en)
Course type: Lecture (B. A., 3rd semester)
No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: English
Class size: Unobserved

Goals/Topics: Teaching basic principles and features of LSP, handling typical forms of specialised communication and their specialised national and cultural differences, translation-relevant areas of LSP research/communication, e.g LSP, LSP texts, text types, text genres, text genre conventions, provision of essential translation-relevant key concepts in technology, law and business, overview of the different LSP text genres and their specific features.
Subtopics: LSP in music and advertisements
Course materials: Unobserved
Media/materials: Laptop, data projector and black- or whiteboard
Teaching method: Teacher-centred expert model/learner-centred facilitator model
Interaction forms: Frontal teaching, partner/team work (presentations)
Work procedures: The teacher introduces the plan for the day. This is followed by students' and/or teacher's presentations.
Tip: Critical reading is essential for literary translations
Relevance for practical translation: Implicit
Feedback: Non-presenting course participants ask the presenters questions. Teacher's additional explanations are given after presenters' responses.
Homework: Unobserved

Class 9

Übersetzen allgemeiner Texte in F1
Course type: Tutorial (B. A., 3rd or 4th semester)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: English
Class size: 25
Goals/Topics: Developing translating principles and the acquisition of translation skills, translation of non-specialised texts, teaching of the most important language-pair related translation phenomena, practice of the basic methodical steps in translating into the 1st FL, specifically the semantic and pragmatic analysis of the ST, consideration of cultural aspects
Subtopics: Advertising
Course materials: ST - Handouts (short German texts)
Media/materials: Black- or whiteboard, reference materials (i.e. dictionaries)
Teaching method: Teacher-centred expert/personal model
Interaction forms: Frontal teaching
Work procedures: Distribution of handout (ST), students produce translations, while the teacher goes from table to table to see the students' translations. The teacher notes the errors and writes possible solutions on the board (isolated sentences).
Tips: Advertising texts in German are typically informative. Difficult terms in wordplay are better left untranslated in advertising
Theoretical reference: Implicit
Feedback: Discussion of errors noted in students' translation (why is it an error ? What possible options are available?) and provision of meaningful alternatives to specific terms in students' translations.
Homework: Unobserved

Class 11

Grundlage der Berufspraxis
Course type: Lecture/Tutorial (M.A., 3rd semester)
Goals/Topics: Teaching technical knowledge as basis for specialised translation, sensitisation to issues and special points of consideration when working from German into English
Subtopics: Solar cells, geothermal energy
Course materials: ST, technical drawings as illustrations of machinery.
Media/materials: Black- or whiteboard, OHP and corresponding materials
Teaching method (s): Teacher-centred expert model
Interaction forms: Frontal teaching, classroom discourse
Work procedures: Discussion of students' TT Instructor discusses and draws technical machinery to illustrate the subject matter and processes surrounding it. Students take notes and ask questions, where necessary. Simulations of translation examinations.
Tips: unobserved
Theoretical reference: Implicit
Feedback: Classroom discourse
Homework: Completion of the translation of the previous ST and/or the assignment of new tasks for the following week.

Class 10

Sachfacherweiterung und. Terminologie: Wirtschaft/Recht (de-en)
Course type: Lecture (M. A., 1st semester)
No. of times observed: 1
Duration: 2 lesson periods
Language of lesson: English
Class size: 19
Goals/Topics: Teaching skills for systematic development of field-specific vocabulary, the fields 'business' and 'law' in relation to the language pair 'en-de', teaching of specialised knowledge in the above-mentioned fields at an advanced level in terms of specialised vocabulary and the demands of translating business and legal texts.
Subtopics: Business administration
Course materials: Handouts
Media/materials: 1 PC, data projector, and black- or whiteboard
Teaching method: Teacher-centred expert model
Interaction forms: Frontal teaching, classroom discourse
Work procedures: Instructor lectures, while students listen and take notes.
Tips:Business-related issues
Relevance for practical translation: Unobserved
Feedback: Discourse
Homework: Unobserved

No. of times observed: 2
Duration: 2 lesson periods
Language of lesson: German
Class size: 9
Goals/Topics: Teaching of the relevant themes for the translating profession, presentation of the current job market for translators, the job market in Germany (language, text volumes, specialised fields, sectors), the tasks of employed and freelance translators, translation agencies and language services of companies in comparison, pricing and accounting systems, field-related and data processing demand, structures of translation services as well as work tools and resources.
Subtopics: Pricing, income and insurance
Course materials: Semester plan, printouts of relevant materials by instructor, recommended literature
Media/materials: Black- or whiteboard, OHP and corresponding materials
Teaching method: Teacher-centred expert model
Interaction forms: Frontal teaching
Work procedures: Explanation of details from printout by the instructor. Students raise questions, where there is a lack of clarity and get answers from students already working in the industry as well as the teacher
Tips: Emphasis on significant points for career entrants
Relevance for professional practice: Explicit
Feedback: Students ask questions on their doubts about the profession. The instructor responds, using personal experiences and other known information.
Homework: Reading and comprehension of selected pages of handout for further classroom discussion.

Table 6: Observed classroom sessions at the Cologne University of Applied Sciences

In class one, the duration of the weekly tutorial was 4 hours, with a 10-15 minutes break. The break period varied because it depended on the needs of the course instructor and the participants. The instructor typically asked a student to write a paragraph of his/her translation on a transparent sheet for projection to the whole class, while the instructor projected translation-related problem areas within linguistics[216] on the OHP, discussing it with the other course participants.[217] Once the chosen student finishes writing the text on the transparent sheet, the discussion of contrastive language issues are stopped, so that the translation is reviewed sentence by sentence, and then as a text. The process is repeated until the ST has been completely translated. Where a new ST has to be translated in class, the

[216] Examples of such are synonyms, polysemic words, false friends.
[217] These linguistic issues are however not explicitly connected to any peculiar translation theory, especially those on translation problems and strategies. This is in contrast to another tutorial `translation in technology' from English into German at the same university, where explicit theoretical references are made. In some cases, the course instructor writes out a text spontaneously, which students are to translate immediately while waiting for the selected student to finish up the writing of his/her translation of the homeowork on the transparent sheet.

course instructor provides background information on the text, especially analysing the technical terms and codes (such as in Chemistry-related texts[218]). Some of the participants, who often came with their laptops and had internet connections, could also do quick searches for complex terminology on the web, reading their findings out to the class if the need arose.

In classroom two, the course provided only a small opportunity for practising with, and mastering the use of, the CAT-tools.[219] The lecture-like introduction of the course instructor offered a general overview of TMS and Terminology databases. Students later began to make presentations on translating with the TMS[220] on/into different word processing platforms and formats (e.g. MS. Word, Excel, PowerPoint, XML format).[221] Since three students had previously done their Diploma degree several years prior at the same institute, and were practising as professionals in the fields, they were asked to help other students having difficulties in grasping the details on the use of the TMS. Thus, there was a 'differentiation' in the tasks assigned to those with previous professional translation qualification/experience and beginners in the course. The qualification of those with experience was acknowledged and they assisted in the teaching process. During the feedback sessions, where students raised questions about the presentations, the instructor contributed to the explanations of the presenting students.

Classroom three focussed on developing the oral translation (impromptu interpretation) skills of the students. The class size allowed the instructor to be able to pay attention to individual participants. Their major tasks were to take notes as the course instructor simulates the role of two communication partners, who spoke only German and English respectively. The students then communicated the message in the target language (TL) to the 'client'. The classroom practices were therefore simulations of bilateral interpreting (cf. Pöchhacker 2004:20). However, the real life scenarios of consecutive interpretation may not continuously offer repetitions of the messages in both SL and TL. This was explicitly mentioned to the

[218] Sometimes, the instructor took extracts from the Master's thesis of students with very good final grades at the Institute and used them as ST for the student; bringing in viewpoints from the grading of the work during the review phase, and pointing out reasons why certain term selections made by the graduated candidate were wrong or right.

[219] It must be mentioned here that the M. A. curriculum at the CUAS comprised other courses on translation tools. Purportedly, the purpose of these courses is to deepen the knowledge of students in the use of the TMS, should they choose such courses from the list of compulsory electives.

[220] Generally, students are requested to consult with the lecturer before presenting in class.

[221] See appendix 5 for the semester plan of topics.

students. The course instructor assists the students by repeating the message, where they were not able to catch the message of the conversation. They were also informed about the standard practices of interpretation regarding managing unknown or unheard message content.

Classroom four, also a tutorial course, was the only course at both universities where teachers correct student translations, should the class size be small. According to the course instructor, when the class size is large, students correct their own errors by means of the teacher's own TT, which they receive during the review phase in the classroom. While there was no explicit theoretical reference during the observation, course participants were repeatedly reminded that there has to be a reason for every chosen word in translation. The course materials used in the observed session was printouts of teacher's PPT presentations, while the reference materials were printouts of legal glossaries. In classroom five, the instructor discussed the marking scheme for evaluating students' translation in class sessions and in the examination. Formulating definitions of concepts in the TL and oral presentations of them were tasks that were carried out frequently during the observed sessions. The errors identified in the classroom discourse were discussed in a list created by the instructor.

A theoretical lecture series took place in classroom six, with different professors handling different parts of the series. Although the lecture 'Translationswissenschaft' typically includes the historical part to translation, translation theories under different approaches to translation were discussed in the two observed sessions. Likewise, the goal in classroom seven was to impart theoretical knowledge, albeit in terms of specialised language and specialised communication. In classroom eight, the sessions were used to introduce students to technical translations. The course took place in the WS, although its advanced form, Fachtext Technik – de/en, had already been observed earlier in the SS. Classroom nine was the only practical translation session observed, where the teacher moves around students during translation for gathering errors in their translations. By means of this, the teacher had personal contact with each student, noting the weak points in each translation. Identified problem areas are noted on the board and discussed afterwards. While classroom 10 is relevant for imparting necessary terminological knowledge for practical translation, the session was theoretical. Similarly, the focus in classroom 11 was the fundamental knowledge for beginning a career as a translator.

In summary, the 11 courses discussed here have shown similarities and differences in the methods used in the delivery of translation classes. Each teacher adopts several methods to achieve the learning goals of each course. While teacher centredness and classroom discourse were common to all the observed sessions, teamwork was only practiced in classroom 2, where students had to work together to make presentations on the TMS. Apart

from the theoretical lectures that have a larger number of attendees, there were few participants altogether.

4.1.2 Discussion of results

In section 4.1.2, results from all observation sessions at the two universities shall be discussed. The classroom activities in the two universities have shown different factors regarding teaching materials, class size, teaching methods, organisational and interaction forms as well as media facilities. Depending on the course descriptions and goals, theoretical references in practical translation courses, relevance to practical translation or professional translation practice, were aspects that were evaluated in the observed sessions. The classroom observation provided proximity to the students, whose opinions on TS were later to be gathered using a survey. In spite of the fact that the participant observation was overt, students were cooperative: They were ready to be informants and also helped whenever there was a need. The participant observation therefore fostered openness for interaction on the part of the students, so that many were ready to help with specific questions on classroom events.

In addition, the observation completed at the CUAS provided a basis for comparison, and with it, insights and teaching possibilities different from the ones employed at the Univ. Leipzig, where this research work is being carried out. Permission had already been obtained from the directors of the institutes to conduct observations for research purposes. Consequently, central issues in translation teaching at the two universities (as reported above) have been considered, in terms of their features, possibilities and limitations. At the same time, they have been evaluated based on the options that could be used, if optimal facilities cannot be procured. These are summarised below, as follows:

- The profiles of the lecturers employed in translation teaching show that translator education and industry experience are key features commonly required for translation teaching. Where it was impossible to hire lecturers with translator education, further qualifications such as the state exam for translators as well as teaching and working experience in the German industry counted. This is discussed further in section 4.3.
- The language proficiency requirements for admission in the two universities for the second FL option (B Language) differ at the B. A. degree level. The requirement of proficiency in English (as the first FL option) is similar in the two universities (B2). For the second FL option, the proficiency level at the Univ. Leipzig is B1, while it is A2 at the CUAS.

- The two universities are equipped with facilities that are used differently. The University of Leipzig has made provisions for PC facilities with licensed CAT-tools for many of the practical translation seminars and tutorials in several classrooms. Some classrooms are only furnished with data projection tools and OHP for presentations. Students are granted access to the PC-rooms for self-study, if a member of the student council coordinates the activities in the rooms and monitors the room users. Therefore, if there is no one to undertake the supervision work, students cannot have access to the PC-rooms. Practical translation in the observed sessions at the CUAS took place in traditional classrooms with black- and white boards and presentation options (data and overhead projector). Nonetheless, there are additional PC-rooms with licensed TMS, which are available to students for self-study. Students only needed to use their ID-card to gain entrance into the PC-rooms.
- Both universities offered courses to different sizes of class groups. At the Univ. Leipzig, where classes had large numbers of participants in seminars or tutorials, course participants were sometimes divided into different groups, so that all students may have chances of using a PC with installed TMS.
- Both universities organised excursions to specific venues so that, amongst other things, students may have real-life exposure to technological terms and machinery.
- The TL of the TT is used as the language of discussion in both universities.
- The teachers played central roles generally in all the observed courses, switching between roles as experts, personal models or facilitating learner initiatives to varying degrees.
- Both universities make provisions occasionally for guest lecturers from abroad and/or graduates/professionals already working in the industry[222], to teach or interact with students, and to bring in new or different perspectives.[223]
- With the exception of classrooms where the observation points 'theoretical reference, relevance for practical translation/ professional practice' were evaluated as

[222] This was more observed at the Univ. Leipzig.
[223] At the CUAS, during a class session in the course 'Fachtext Technik, en-de', a guest lecturer was invited to give a lecture on translating currencies. At the Univ. Leipzig, in one of the unobserved courses, there was a[lso] a guest lecturer.

'explicit', the relationship between theory and practice was connotatively expressed in other theoretical and practical translation sessions at both universties.[224]

- Another key feature is the students' language and the media competence profiles. Participants displayed an advanced level of proficiency in the four classical skills in the languages of discussion. Both receptive and productive skills were required in all practical classroom sessions where there were often classroom discourses. Competence in the language of media was also a common feature of the students' competence profiles, as they were all able to operate the computer with a German operating system. This demonstrates that those whose L1 was not English were nevertheless conversant with internationalisations in the technical language of the CAT-tools.
- Classroom discourses usually take a large portion of the time spent in the allocated period; terms and words are defined and redefined in relation to the context from both the participants' and the lecturer's viewpoints.
- During the periods of observation, there was no additional evaluation of student progress (such as continuous assessment tests) in the courses. In some course modules,[225] students gave presentations, for which they received credit-point-certification (Leistungsschein) as part of the requirements in the course module.
- The access to media facilities at both universities is different, so that the development of media competence during self-study is seemingly more encouraged at the CUAS than at the Univ. Leipzig. Both universities offered students information on free TMS (e. g. Across). The widely used CAT-tool 'SDL Trados' could also be purchased through the universities at student rates. At the CUAS, in spite of the fact that the observed translation sessions took place in classrooms without PCs and CAT-tools[226], students had ample opportunity for self-study with the CAT-tools at the

[224] Theories were only implied in the identification of problems and discussion of strategies. Where students do not identify the subject matter (problem or strategies) as theoretic, no association can be made cognitively. The problem with this is that previously taught theories in separate theoretical classes may be difficult to associate with the practical translation sessions, hence, they seem 'irrelevant' to practical translation.

[225] A course module addresses a topic or a range of topics in different class sessions (with different course titles) (cf. Claswom/Haskins 2006:71).

[226] Note that this report is not to ridicule the CUAS. A picture of the different facilities as observed at the two German- universities (with CIUTI-accredited curricula) is necessary. It provides two examples that can be adapted when designing a translation training programme. This is especially because of the difficult situation in Nigeria, where modern and sophisticated teaching facilities are not readily acquired.

institute's PC-Pool. This PC-Pool is different from a general PC-pool that is usually available to all students at university. Whereas students at the Univ. Leipzig could follow their instructor's PPT about the tools, and also test out particular features of the tools on the available computers during the lecture period for autonomous learning, there were no other self-study rooms furnished with PCs and CAT-tools for students to access. Students could however gain access to the computer-furnished seminar rooms, if a representative of the student council assumes the supervision of the room users. Without supervision, students are not permitted to use the classrooms for self study.[227] One could argue that students probably did not need to use the PC-rooms since they possessed their own notebooks. However, from the comparison of the situation at the two universities, one could infer the following: Students would probably have preferred to work in groups or as partners while waiting to attend a course session. The implication of the differences in the provision of facilities in both institutions is that, although the objective (i.e. the teaching intentions) for translator education is similar, the means of achieving the goal(s) were not exactly the same, so that depending on both human and other available teaching resources, translation teaching scenarios are adapted to suit evaluated needs.

- The findings have shown that the teaching methods are still largely teacher-centred, even though there is more student involvement compared to the traditional classroom. Learner types/learning styles did not seem to be a significant point of consideration for the design of the classroom events. Classroom discourse, i.e. conversation between the teacher and a student or students occurred more frequently than pair or teamwork. The theoretical lectures, seminars and tutorials, where instructors are the predominant speakers, fit especially into the 'transmissionist' category. Constructive learning in a collaborative environment such as is represented by Kiraly (2000, see section 3.4.3) was not observed in many aspects of the courses.

Altogether, these findings are not specifically new discoveries. However, they illuminate the current state of affairs in the translation classroom, when compared with

[227] To ascertain these facts, information was requested from the student council of the institute as well as the lecturer in charge of courses in CAT-tools in the English Department. The representative of the council mentioned that the key to the rooms could be obtained, although it had not been obtained for self-study purposes in a long period of time.

patterns from the reviewed academic literature. An awareness of the contemporary translation classroom is essential for designing a vocational translation curriculum to meet specific learner needs. The different 'models' of translation classrooms (as revealed by means of the participant observations, translation teaching and learning scenarios) which are not explicitly described in the curricula and many academic publications have been uncovered and presented. The participant observation method has allowed for reflections on the teaching and learning processes, both as a student (a lateral entrant) and as a researcher (with specific research goals). Limiting factors in the course of the study are discussed in section 4.1.3.

4.1.3 Limitation of study

The classroom observation has been limited in terms of the specificity of the courses observed. Many practical and relevant theoretic sessions were observed. Nonetheless, some courses found to be relevant due to their orientation to FL and culture learning could not be observed. Such courses are cultural studies and further FL classes, offered as options for B. A. students, or for those who wished to take additional FL. This was mainly because of the difficulty associated with doing observations in two universities not in close proximity. Consistent commuting from one university location to the other within an interval of three to four weeks made it impossible to make further observation of classroom sessions at the one university, although the observation continued at the other. To recover the lesson content missed, notes were collected from other course participants and copied. However, specific notes on the classroom events and the procedures were not able to be made.

In addition, even though regular questions for each lesson (such as the number of the participants, the theme of the day) were already prepared in a notebook for documenting the sessions, the commencement of some class sessions generally had other different factors to be documented, that some of those regular information were not recorded. An example of this is the number of class participants. The implication of this is that a whole picture of such a session may not be seen, in the six courses, where the observation was carried out only once. Furthermore, some observation points such as 'tips', 'theoretical reference', and 'relevance to practical translation/professional practice' were reported as 'unobserved'. It could also be argued that the findings from those six course are not statistically significant, since there could have been other sessions, where theories, for instance, are explicitly discussed. Nonetheless, the curricular description of the courses, as well as the report on the classroom sessions partly provide a current picture of the possibilities for planning curricular elements and organising class sessions for similar courses.

Finally, another limiting factor was that student access (ID and internet login) to the learning platform and self-study PC-rooms could not be obtained at the CUAS as a participant observer. Although the lecturers were generally ready to answer questions and render assistance, there was prolonged bureaucracy for obtaining internet access at the computing centre. The application process for obtaining login did not yield a favourable result. Therefore, where other course participants could not share a copy, no access was provided to the study materials uploaded on the learning platform and to the PC-rooms for self-study.

4.2 Student perspectives on translation studies: a survey report

This section reports results from survey of students' opinions on the TS curricula at the two German higher institutions (i.e. the Univ. Leipzig and the CUAS). The survey was carried out between the years 2010 and 2012. The questionnaire was targeted at uncovering student views on the translation courses at Bachelor's and Master's degree levels. One of the purposes for this research work includes highlighting core elements of translation curricula for use in teaching professional translation outsides TS settings. Aspects of the translator education requiring changes as well as those areas that need intensification would therefore help in addressing curricular issues, based on a needs analysis from a student perspective. Section 4.2.1 provides further details on the survey.

4.2.1 The survey

Both email and web-based[228] questionnaires were used in gathering information for the survey. The email version was first distributed to the e-mail addresses of 198 students at the Univ. Leipzig.[229] Later on, it was changed to a web-based questionnaire in response to feedbacks from students who were reminded to fill the questionnaires. Apart from the mailing lists compiled at this university, some course sessions were attended in 2012 for the sole reason of requesting that students participate in the survey. The questionnaires were then sent

[228] The websites were https://de.surveymonkey.com/s/HPXB95G, https://de.surveymonkey.com/s/PCRG65X, and https://docs.google.com/forms/d/1T_XXWefe4pAXQAfJuO2zQ2nmBmbQa11TjRv3uUO3xKk/edit. https://docs.google.com/forms/d/1alQuPGWAzlV-606j2SuTaf_Qeyh2BSEQES6OJ2JCO5Y/edit.

[229] Their email addresses were collected from the mailing lists of some of the courses, where participant classroom observation took place.

to an additional group of 132 students (exchange students included), whose email addresses were collected separately. In classroom sessions at the FH Köln, interested students (26 in number) wrote their e-mail details down and later received the questionnaire as e-mails. In all, emails were individually sent to 356 students from both universities (26 students from the CUAS (7.3%) and 330 from the University of Leipzig (92.7%). However, only 112 students i.e. 31.4% (11, i.e. 42.3% of the total number of students from the CUAS and 101 - 30.6% of the total number contacted from the University of Leipzig) responded to the survey requests despite repeated reminders.[230]

The questionnaire was subdivided into four sections. Both open-ended and closed questions were used. In the first section, respondents were required to fill in information about the date on which the questionnaire was filled,[231] their native, second and the FL of the respondent as well as other information on the study programme of respondents (i.e.: the name of the higher institution, the course, the language pair(s) and the semester of study). Respondents were also asked to give information regarding their previous qualification, training and professional experiences in relation to translation. The second section centred on learning experiences of students in relation to translation tools and their mastery of the tools as well as issues of time and tempo during classroom sessions. The third section discusses students' experiences during the training period with respect to the applicability of the theories to the translation practice. The last section was targeted at assessing student opinions concerning the translation curricula as a whole, as well as the possibilities for improvement of the teaching and learning sessions. Further details about each of the questions and the responses are presented in section 4.2.1.1.

4.2.1.1 Respondents' profile

In the first question, respondents were asked to provide information about their native, second and foreign languages. The responses to this question shows that the subjects are multilingual with a variety of languages within and outside Europe. The different languages listed by the respondents are presented in Table 7. German is the L1 of approximately 86% (96) of the respondents. In all, there are 10 native languages (L1) among the group (German,

[230] One subject (0.3% of the total number of respondents) did not indicate any institutional affliation.
[231] This was only collected for record purposes. See appendix 6 for further details.

English, French, Hungarian, Italian, Polish, Romanian, Russian, Slovenian, and Spanish). Only 15% (17) of the respondents had a second language (L2), namely: German, English, Croatian, Russian and Vietnamese. Most were therefore not bilingual from childhood, according to the data. The foreign languages (L3) column shows the number of respondents who listed any of the languages as an FL. Some respondents answered this question with a 'No'. This is represented in Table 7 as 'Not applicable'.

Languages	No. of L1 Users	No. of L2 Users	No. of L3 Users
Arabic	-	-	4
Catalan	-	-	8
Chinese	-	-	1
Croatian	-	1	1
Dutch	-	-	4
English	1	7	103
Esperanto	-	-	1
French	2	-	62
Galician	-	-	2
German	96	4	12
Greek	-	-	1
Hindi	-	-	1
Hungarian	1	-	-
Indonesian	-	-	1
Italian	3	-	10
Latin	-	-	5
Luxembourgish	-	-	1
Norwegian	-	-	7
Polish	3	-	1
Portuguese	-	-	4
Romanian	1	-	-
Russian	1	3	11
Slovene	1	-	-
Spanish	2	-	56
Swahili	-	-	1
Swedish	-	-	3
Turkish	-	-	1
Vietnamese	-	2	-
Not applicable	-	35	-
Not stated	1	60	-

Table 7: The language profile of respondents

Respondents also stated their institutions of higher learning as reflected in Fig. 7. While the survey was carried out only in two German academic institutions, some of the students addressed in the search for more respondents to the survey were students from other

universities on the ERASMUS exchange programme. This implies that the answers being given by students from other universities might have also been influenced by the lessons they had had in their home universities. Nonetheless, their responses are considered valid based on their presence at the institutions, where the survey was carried out, at that particular point in time.

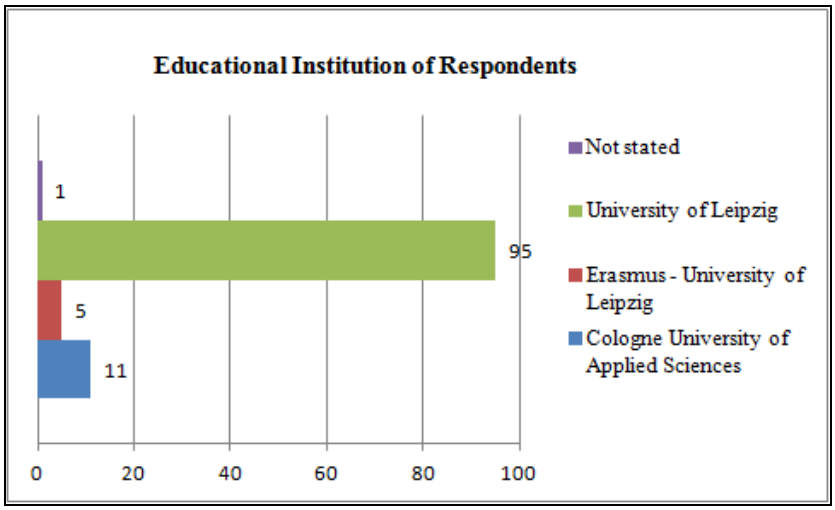


Fig. 7: Educational institutions of respondents

Subsequently, respondents were requested to highlight the language pairs in their study courses. Many of the respondents simply listed the languages they were studying in translation, rather than listing them as pairs (Table 8). However, since the institutes of study in question usually train translators to work in both language directions, the interpretation was that respondents always worked in both directions of a chosen language pair. Further, the German language was always a constant language in any given pair as seen in the curricula of

both universities.[232] As shown in the Table 8, 21 (19%) respondents were studying one language pair, while 83(73%) were training with three languages. Four respondents (3%)

[232] This conclusion was not difficult to draw, considering facts from the examination regulations (Prüfungsordnungen) and corresponding information from the course catalogues as well as the websites of the institutes.

were studying four languages[233] and only two (2%) studying translation in five languages. Two respondents (2%) did not specify their language pairs.

No. Of Languages	Working Languages (ISO codes)	No. of Respondents
2	de, fr, es	21
	de, fr, ru	
	de, en	
	de, es	
3	de, en, ru	83
	de, en, es	
	Not specified	
	de,en, ca	
	de,en, fr	
	de, en, ar	
	de, en, it	
	de, en, pt	
	de, fr, ar	
4	de, en, fr, es	4
	de, en, fr, nl	
	de, en, no, ru	
	de, en, es, ca	
5	de, en, gl, it, es	2
	de, en, es, ca, gl	
Not specified	Not specified	2

Codes
ar - Arabic
ca - Catalan
de - German
en - English
es – Spanish
fr – French
gl - Galician
It - Italian
nl - Dutch
no – Norwegian
pt – Portuguese
ru – Russian

Table 8: Respondents' working languages

In addition, since the semester of study of the respondents directly influences their level of knowledge in the field of study, thereby influencing their responses as well, respondents were required to give information about their semesters and courses of study as shown in Table 9. Here, the respondents were at different levels in their translation training as at the time of the survey. Considering the fact that some of the respondents were undergoing an exchange programme, degree courses, which differed from those found in the curricula at the Univ. Leipzig and the CUAS, were identifiable. There was a larger population of respondents in their sixth semester of study at the B. A. level and in the first semester of the M.A. studies than respondents in other semesters and/or degree programmes. Apart from that, there were no explanations given for the extended semesters of study such as was seen in the profile of respondents, who had been doing their bachelor's degree for more than six semesters, or those undergoing the master's programme for more than four semesters.

[233] One question that arises here, however, is the fact that two among the languages being mentioned by 2 respondents are not part of the language curriculum in either university, namely, the Norwegian and Dutch languages.

Semester of Study	Course of Study	No. of Respondents
5	B. A. Transcultural Communication	1
3	B. A. Translation	3
4	B. A. Translation	7
5	B. A. Translation	3
6	B. A. Translation	22
7	B. A. Translation	3
8	B. A. Translation	1
Not specified	B. A. Translation	1
10	Diploma in Interpreting	2
7 or 8	Diploma in Translation	1
8, 7	Diploma in Translation	1
8	Diploma in Translation	2
9, for Spanish, 8	Diploma in Translation	1
9	Diploma in Translation	2
Not applicable	Doctoral Studies	1
3	M. A. Conference Interpreting	5
3	M. A. German Studies	2
1	M. A Specialised Translation	1
2	M. A. Specialised Translation	3
3	M. A. Specialised Translation	8
1	M. A. Translatology	23
2	M. A. Translatology	9
3	M. A Translatology	2
4	M. A. Translatology	1
5	M. A. Translatology	1
8	M. A. Translatology	1
1	M. A. Translatology & M. A. Conference Interpreting	1
5	Translation and Interpretation	1
6	Translation and Interpretation	1
7	Translation/Philosophy	1
Not specified	Not specified	1

Table 9: Respondents' courses and semester of study

A further question on the respondents' profiles was that of their previous education, which revealed that they were from diverse educational backgrounds, both philological and non-philological. This is presented in Table 10. Altogether, 11 (9.8%) respondents had undertaken previous philological studies; eight (7.1%) had studied non-philological subjects, while 14 (12.5%) had only sat the university entrance examination (UEE - 'Abitur'). Forty-five (40.1%) respondents had undergone translation-related studies. Six (5.4%) had a mixture of studies in various subjects. 25 (22.3%) respondents did not give any response, two (1.8%) mentioned that they had no previous training, while one person (0.9%) did not give any specification about the pre-degree studies. The results also show that some students have had work experience as translators in internships or as jobs.

Fig. 8 shows that 27 respondents had worked as a translator either as a freelancer or as an employed staff member in a company. 13 had done internships while two only provided translation as a free service. 70 respondents did not provide responses.

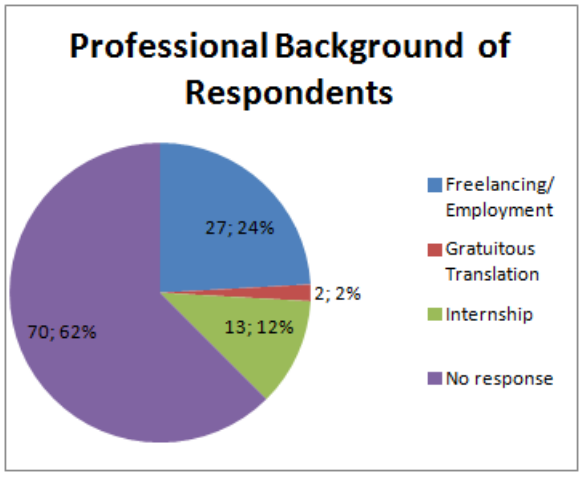


Fig. 8: Respondents' professional experiences

Classifications	Past Education	No. Of Respondents
Philological Studies	B. A. American Studies	1
	B. A. Anglophone and American Studies	1
	B. A. Applied Foreign Languages	2
	B. A. European and Anglophone Languages and Literatures (de, en, sp)	1
	B. A. Foreign Languages (it)	1
	B. A. German Studies/Translation	1
	B. A. Romance/German Studies	1
	B.Ed. German/English	1
	Diploma in German and English as Foreign Language	1
	UEE/ Romance studies (2 Semesters)	1
Non-Philological Studies	B. A. Ethnology	1
	B. Sc. Political Science	1
	B. Sc. Psychology	1
	International Management Assistant in Tourism	1
	Office clerk	1
	Social worker	1
	Tourist Assistant	1
	Training in international Tourism	1
	University Entrance Examination (UEE)	14
Translation Studies	B. A. International Communication and Translation	2
	B. A. Multilingual Communication	4
	B. A. Language, Culture and Translation	1
	B. A. Specialised Communication	1
	B. A. Specialised Translation	1
	B. A. Translation/Interpretation	1
	B. A. Translation	27
	B. A. Translatology/M. A. Applied Linguistics	1
	Diploma in Translation (FH)	1
	Diploma in Translation (FH)/Touristic clerk/Online Editor	1
	State examination as Translator/Interpreter/B. A. Translation	1
	UEE/B.A. Transcultural Communication	1
	UEE/B. A. Translation	2
	UEE/Foreign Language Correspondent Training	1
Various subjects	B. A. European Studies	1
	European Studies - 1 Year	1
	Multilingual Communication/Vocational Training as Orthopaedic Technician and Truss	1
	State Exam in English/Philosophy	1
	Study: Philosophy/Political Science/American Literature/Economic and Social History	1
	UEE/State Examination for clerical Foreign Language Assistants/ B. A. Multilingual Communication	1
	No Response	25
	None	2
Others	UEE/Pre-Degree - Not Specified	1

Table 10: Respondents' educational background

Some of the respondents listed places where they worked and their work duration, which are shown in Table 11.

Experience	Place of Work/Internship	Duration	No. of Respondents
Internships	Not specified	3 months	1
	National Association of Notaries, Brussels	3 months	1
	Amnesty International	4 months	1
	Tour Operator, France	4 months	1
	Translation Agency (-ies)	5 Weeks	1
		6 weeks	1
		Not stated	4
	KERN AG	Not stated	1
	Advertising firm in Ecuador	Not stated	1
	Project: www.dieeuros.eu	Not stated	1
Job	Computer games industry/Translation Agency	9.5 years	1
	Freelancer(s)	1 year	1
		2 years	1
		2.5 years	2
		Approx. 7 Years	1
		Not stated	19
	Friendly Services for former workplace	Not applicable	1
	Independent Patient Counselling	Not stated	1
	National Association of Notaries, Brussels	7 months	1
	Track construction firm	Not stated	1
	Translation Agency	1 year (ongoing)	1
	Twin Cities Rednitzhembach and Bardolino on Lake Garda	Not stated	1

Table 11: Respondents' workplaces and duration of work experience

4.2.1.2 Classroom experiences: translation tools

The second section of the survey contained mostly close-ended questions, with the option 'other', should there be an option that was not listed, which a respondent might need to add. To begin, respondents were requested to mention the TMS they became acquainted with in the classroom. There was a possibility for multiple answer choices to this question. Table 12 gives a view of the responses. Whereas the TMS listed as options in the questionnaire were mentioned in the lectures observed at the two universities,[234] 23 students (21%) mentioned only SDL Trados as the TMS encountered in class. One student (0.9%) mentioned that the TMS had not yet been handled in class; three (2.7%) stated that none was handled while six (5.4%) did not give any response. This is presented in percentage in Fig. 9.

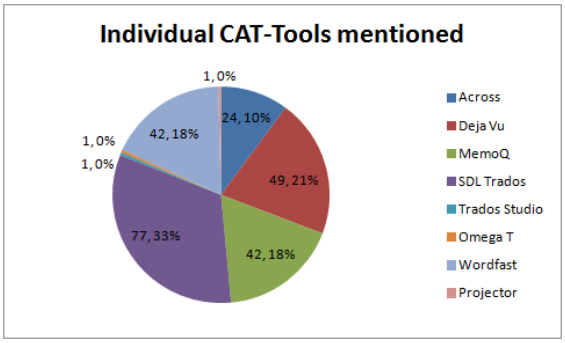


Fig. 9: Individual CAT-tools mentioned by respondents

[234] At the CUAS, the course instructor concentrated only on the TMS 'SDL Trados' during the introductory sessions. Student presentations however included further aspects of the use of SDL Trados, MemoQ and Across. All the five TMS listed as options in the question were however handled in the course instructor's presentation at the Univ. Leipzig.

TMS used in the Classroom	No. Of Respondents
Across	1
Across, Déja Vu, MemoQ	1
Across, Déja Vu, MemoQ, SDL Trados	3
Across, Déja Vu, MemoQ, SDL Trados, Wordfast[235]	2
Across, Déja Vu, SDL Trados	1
Across, Déja Vu, SDL Trados, Wordfast	5
Across, MemoQ, SDL Trados	6
Across, SDL Trados	4
Across, SDL Trados, Wordfast	1
Déja Vu, MemoQ	2
Déja VU, MemoQ, Omega T, SDL Trados	1
Déja Vu, MemoQ, SDL Trados	13
Déja Vu, MemoQ, SDL Trados, Wordfast	16
Déja Vu, SDL Trados	2
Déja Vu, SDL Trados, Wordfast	13
MemoQ, SDL Trados	2
Projector[236]	1
SDL Trados	23
SDL Trados, Wordfast	5
None[237]	3
No response	6
Not yet[238]	1

Table 12: Respondents' listing of TMS use in the classroom

Respondents were also asked to state the TVS taught in the class. The responses reveal similar tendencies to those of the TMS described above, as only 48 (43%) respondents selected Multiterm, although the use of the software was discussed in the observed sessions at the two universities. Thirty others (26.8%) mentioned Multiterm in combination with other software. Simple Concordance Program (SCP[239]) was mentioned by an M. A. student (0.9%) in the first semester, who had graduated from the University of Heidelberg in the field B. A. Translation. Four (3.6%) mentioned that they had, (up until that time), not had any instruction on the subject matter and 15 respondents (13.4%) gave no responses. Altogether, 43

[235] Only two respondents selected the five TMS that were treated in the course 'Sprachtechnologie' at the UL. One of these two was however studying at the CUAS.

[236] The respondent who chose this option was a student of German Studies taking an elective in practical translation courses at the IALT. The students also did not mention any tool for terminology management.

[237] One of these respondents had completed a B. A. studies in Translation, an M. A. studies in Linguistics and was undertaking a Ph.D in Translation, but was also attending the classes for regular B. A. and M. A. students. Another one had completed a B. A. in a translation-related course at another university, but had just started an M. A. degree programme in Translation and was in the first semester. A third student had only participated in a similar course in a home university and not at the institute.

[238] This student was in the first semester of B. A. studies at the Univ. Leipzig.

[239] See:http://www.textworld.com/http://www.textworld.com/.

respondents (38.4%) mentioned CATS[240] in combination with Multiterm and/or TBX, while one respondent (0.9%) combined Crossterm (the terminology management system incorporated in Across) with Multiterm. Their responses are shown in Fig. 10.

While listing the additional tools used in the classroom, one respondent mentioned that Omega T (OpenSource – TM-Program) was taught in a workshop organised by a Diploma student. One of those who listed SDL Passolo mentioned that only an introduction was given. WinAlign/Concordance was a tool mentioned by one of the M. A. students at the CUAS, who had previously acquired a Diploma in Translation and had been working for more than nine years. The additional translation tools encountered in the classroom by the students are listed in Table 13.

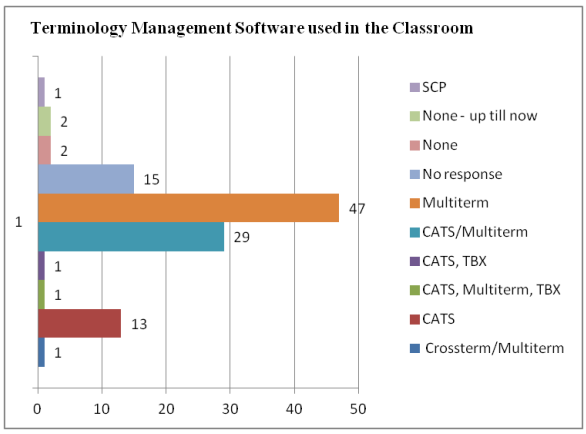


Fig. 10: Terminology management tools

Respondents were requested to state the amount of lesson time per week spent on the computer as a group or as individuals, while using the pre-installed TMS for translation exercises. 53% (59) of the students selected the option ‘90 minutes’, while 46% (19, 1, and 10) stated ‘30/30’ and ‘90/45’ minutes respectively. 11% (13) reported that they spent 60 minutes on the tool, while nine percent (10) did not give any response.[241]

[240] As noted in section 4.1, CATS is the TVS that students were encouraged to use for terminology management. It was already installed on the computers in the PC-classrooms. Students could, however, only have access to it outside the classroom if they purchase it.

[241] Seven out of the 11 respondents from the CUAS reported that they had 90 minutes to work on the tools. Three students selected the option '60 minutes' while one chose '30 minutes. At the Univ. Leipzig, 52 respondents selected the option '90 minutes', 10 students made selections of each of the options '45' and '60'

Further translation tools in classroom	No. of respondents
AntConc[242]	1
Dictionaries	1
E-Dictionaries, Online-Dictionaries	1
Forgotten	1
I don't know	1
Internet	1
Omega T (OpenSource-TM-Programm)	2
Parallel text Comparison	1
Project Management Components (Trados Synergy)	1
SDL Passolo	5
Transit	1
Various TMS	1
WinAlign/Concordance tools/Machine Translation tools	1
Not applicable	2
None	16
None- up till now	2
No Response	74

Table 13: Respondents' list of further translation tools

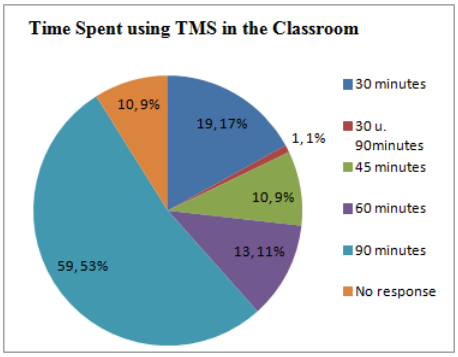


Fig. 11: Time spent using CAT-tools in the classroom

It is important to reiterate here that the courses in which CAT-tools were treated at the two universities had a duration of two lesson hours each, (i.e. 2 x 45 minutes = 90 minutes). Thus, considering results from the classroom observations, student responses pointed to the

minutes respectively (i.e. 20 students altogether), while 18 students chose '30 minutes'. However, one student made a selection of both '30 - ' and '90 minutes' even though it was quite clear in the question, that only one response was allowed.

[242] See: http://www.antlab.sci.waseda.ac.jp/antconc_index.html.

fact that their interpretation of the question might be any of the following, depending on the responses given:

- Time spent on TMS = Time spent as a group (of 2-3 people)
- Time spent on TMS= Time spent individually
- Time spent on TMS = Both time spent individually and as a group
- Time allocated for the course = Time spent on the course

For participants sitting in twos, the computer was shared throughout the duration of the course, while the time was also shared by those sitting in groups of three. Also to be considered is the time consumed by listening to the instructor and watching the presentation. This could help to explain the various student responses on the actual time spent.

In addition, respondents were to evaluate the time allocation for the work with TMS, choosing from the three options 'ja' (sufficient), 'knapp' (the time was short), and 'nein' (insufficient). The responses are illustrated in Fig. 12 and 13

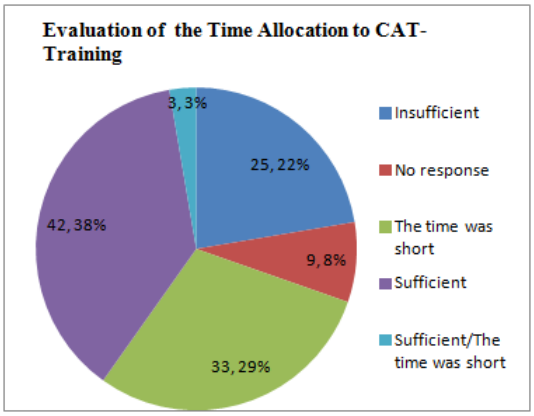


Fig. 12: Respondents' evaluation of time allocation to CAT training (a)

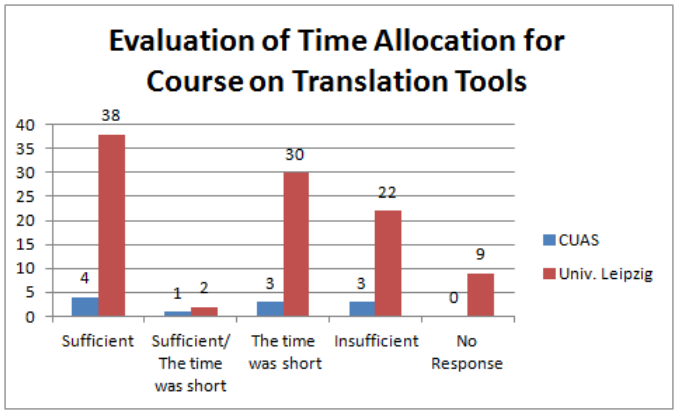


Fig. 13: Respondents' evaluation of time allocation to CAT training (b)

While eight percent (9) did not give any response, 38% (42) responded affirmatively about time sufficiency, with the remaining 54% (61) responding otherwise. Twenty-five percent (22) of the students found that the time allotted to the course was insufficient, 29% (33) selected the option 'The time was short' and the remaining 3% (3), the time was both sufficient and short.

In terms of timing, 25% (28) rated the tempo during their encounter with the TMS as too fast, 5% (6) thought it was too slow, 7% (8) did not give a response, but 63% (70) of them thought the tempo was suitable.[243]

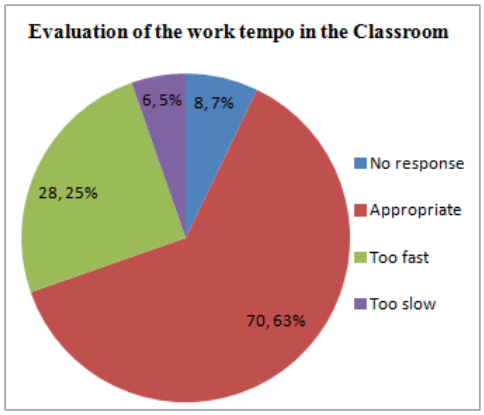


Fig. 14: Respondents' evaluation of work tempo in CAT-training

Considering Fig. 15 which shows the use of the TMS by respondents outside the classroom, responses from the students (shown in Fig. 12 and 14) may be better understood, as 62% (70) stated their use of the TMS outside the class. Thirty-eight respondents (34%) did not have any access outside class and 4% (4) did not respond to this question. As shown in Fig. 14 and 15, while the majority of the students (70) considered the tempo of their classroom encounter with the TMS appropriate, the same number of students use the TMS outside the classroom. Fig. 14 is arguably justified because the tools and facilities were already provided for students to take advantage of outside the classroom (as a self-study campus facility such as at the CUAS, a free TMS version, such as ‘Across’, a Demo-version

[243] During the observation period in the two courses where translation tools were handled in the two universities, presentations by both instructors were done in ways similar to lectures, so that students were switching between listening to the presentations and looking at the features of the TMS, which they have to master. The instructors only stopped to respond to students' questions, whenever questions were raised. From these observed scenarios, the time allocation for the course could not have been sufficient for students (especially those, who were encountering the software for the first time) to fully understand the features of the TMS and master the use of it.

or by the purchase of student licences) to increase their proficiency. This same argument holds for those six respondents (5%) who considered the work tempo with the tools too slow and the (38%) of respondents that rate the classroom training time as sufficient.

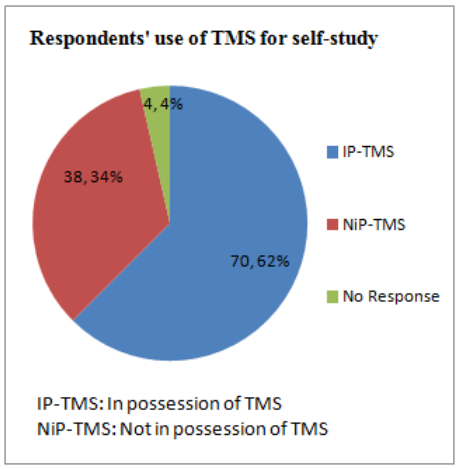


Fig. 15: Respondents' use of CAT-tools for self-study

A view of the CAT-tools that respondents could access outside the class further confirms the fact that the focus in most of the discussions was SDL Trados, as stated in section 4.1. In Table 14, 38 (34%) students mentioned SDL Trados, and 19 (17%) others practiced with this tool, its additional features and/or other TMS, making 57 (51%) respondents who practice with it outside the class.

TMS used outside the classroom	No. Of Respondents
Across	2
Across/MemoQ/Multiterm/Trados	1
Multiterm/SDL Passolo/Trados	1
Across, SCP	1
Across, Wordfast, SDL Trados 2009	1
Across/MemoQ/Trados	1
Across/Trados	4
CATS	7
CATS/Multiterm/Trados	1
CATS/Trados	2
Déja Vu	2
Multiterm/MemoQ/SDL Trados	2
Multiterm/Trados studio/Trados Workbench	1
Multiterm/Trados	4
SDL Trados Studio	38
Trados/Wordfast	1
Wordfast	1
No Response	4
Not Applicable	38

Table 14: CAT-tools used by respondents during self-study

Seven students (6.3%) used Across,[244] 10 (8.9%) CATS, two (1.8) Déjà Vu,[245] three (2.7%) MemoQ, one (0.9%) SCP and finally, three (2.7%) mentioned the use of Wordfast. Four respondents (3.6%) did not indicate the tool they used outside the classroom.

Subsequently, the survey also reveals that the typical use of TMS by a majority of respondents, who have access to the tools outside the classroom, is less than two hours per week. Fourteen students (12.5%) used it for two to four hours weekly, while only three (2.7%) are able to use it for four to six hours weekly. Only two (1.6%) students each work with the tools for six to eight hours and beyond 10 hours respectively on a weekly basis. In addition, two (1.6%) among the respondents, who had previously mentioned the specific tools used outside the classroom, did not state the number of hours of work with the tools. This is shown in Fig. 16.

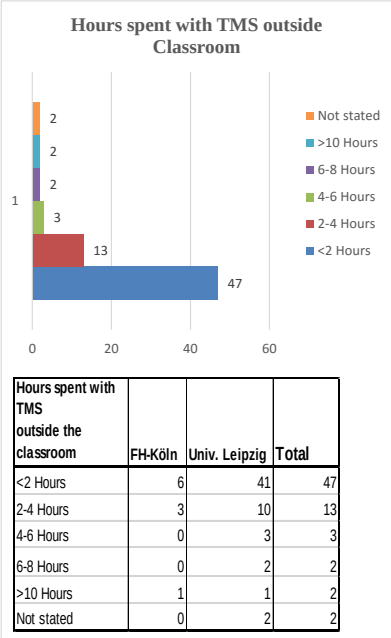
Respondents who did not have access to the tools outside the classroom were asked to describe strategies they used in mastering the use of the tools.[246] The following options were given:

- There was sufficient classroom practice with the software
- I pleaded for help
- I can still not cope with the software
- I don't know
- Other

[244] As at the time of this survey, this translation tool could be downloaded free of charge by translation students in German universities.

[245] One respondent noted that the TMS was only used during an internship.

[246] Although it was made clear in the questionnaire that respondents, who could make use of the software outside the classroom were to ignore this question, 14 among them responded nonetheless, revealing the fact that some of those who could do self-study with the software are still not proficient in using the tools. Four among them pointed out that they could still not cope with the tools. One of them mentioned that Across was well taught in class and that it was used right after the teaching session. Another mentioned that the instruction manual was helpful. One other respondent explained that the handling of the tools in class helped with an initial understanding of the tools and served as the basis for use during self-study. The other seven respondents made incomprehensive responses, such as 'I don't know' (four respondents) and 'sufficient classroom practice' (two respondents), while one of them stated nothing. The answers of these seven respondents are considered unusable because they were not supposed to respond to the question in the first place, apart from the fact that the meanings behind the responses could only be inferred.



Hours spent with TMS outside the classroom	FH-Köln	Univ. Leipzig	Total
<2 Hours	6	41	47
2-4 Hours	3	10	13
4-6 Hours	0	3	3
6-8 Hours	0	2	2
>10 Hours	1	1	2
Not stated	0	2	2

Fig. 16: Time spent using CAT-tools outside the classroom

As illustrated in Fig. 17, not all the 38 (34%) respondents (who could not do self-study with the software outside the class) needed to seek further ways to become proficient in using the CAT-tools, as 10 (8.9%) among the respondents considered their classroom encounter sufficient for acquiring proficiency in using the tools (SCPS). One (0.9%) of the respondents had been an intern and had practised translation, before it was taught in class (INT.AD). Two respondents (1.8%) viewed the classroom exercises with the tools as sufficient (SCPS/ADI): One (0.9%) among them explained that the routines associated with the use of the tools soon became forgotten, since the practice with the software was not regular. The other (0.9%) pointed to the software handbook as an aid. Two (1.8%) had just begun learning to translate with the tools in that semester of study and could not yet make any evaluation on their use (JBU). Three (2.7%) did not provide any response (No response) while three other respondents also could not explain how they mastered the use of the tools (IDK).

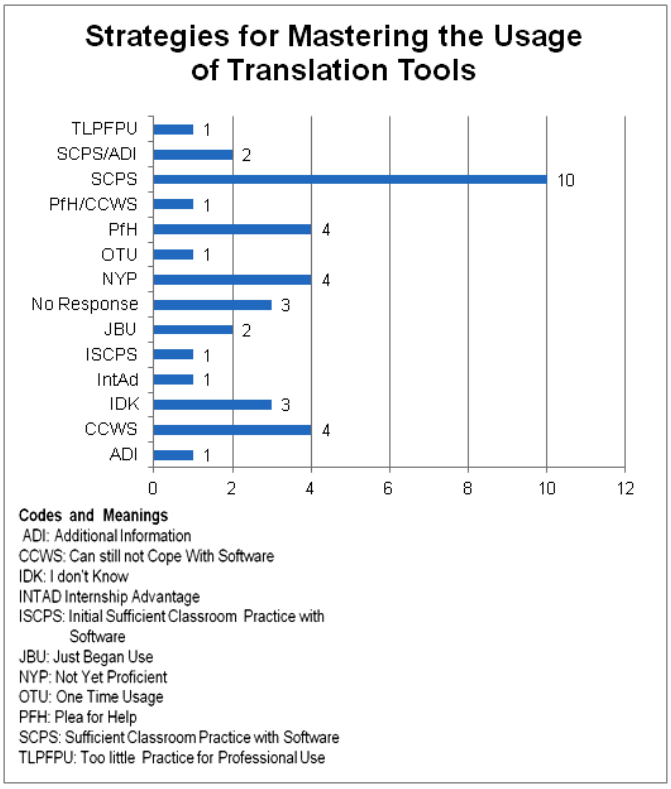


Fig. 17: Respondents' strategies for developing proficiency in the use of CAT-tools

However, from the results, the answer options 'CCWS, PfH, PfH/CCWS and NYP' were also selected by 13 (11.6%) students, with each category except 'PfH/CCWS' being chosen by four students (3.6%) respectively, who could not cope with the tools, pleaded for help or simply rated themselves 'not yet proficient'. Only one respondent sought help, but still could not cope with using the software (PfH/CCWS). Another respondent explained the impossibility of becoming proficient in the use of the tools, since he/she had only tried it once (OTU). One other student considered the practice with the tools in class too little to attain professional proficiency (TLPFPU). In addition, another respondent considered the work with the tools in class only as an introduction, which was not sufficient for in-depth work with the tools (ISCPS). Lastly, an M. A. student in the second semester gave more information about the situation of those who needed help with the tools, explaining that the tools had only been introduced to them in the 4th semester of their B. A. studies. This was reported to have taken

place two years prior to the time this survey was conducted. Doing a self-assessment, the student realised that the functions of the CAT-tools which were introduced to them in class had long been forgotten. The student however expressed the hope that there may be a possibility to repeat the BA course in the M. A. studies.[247]

From the above description, it is evident that a majority of the respondents generally coped well with the unavailability of sufficient time for practice with the CAT-tools in the classroom; because of any of the following factors, namely:

- An initial introduction to the use of CAT-tools during a previous B. A. Translation study
- Internships or freelance work with CAT-tools
- The use of educational facilities provided by the universities (such as the PC-rooms at the CUAS, the SDL student licence and the SDL certification arrangement, which was specifically emphasised in the course catalogues for students at the Univ. Leipzig).

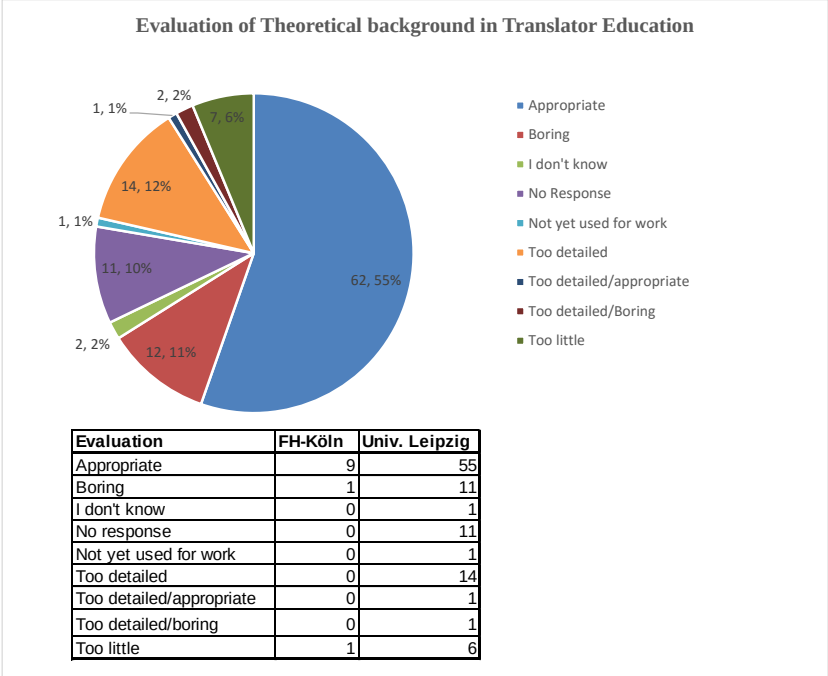
4.2.1.3 The Applicability of translation theories to translation practice

The purpose of this part of the survey was to ascertain the practicality of translation theories from student perspectives, especially core aspects such as TA, linguistic and translation problems, as well as strategies. Respondents were to give an overall assessment of the theoretical aspects of their studies, choosing between the options 'too detailed, appropriate, too little' and 'boring'. The results show that a majority of the respondents (62, i.e. 55.4%) considered the theoretical background appropriate. As shown in Fig. 18, other responses included 'too little' (seven, 6%), ‘too detailed’ though appropriate (one, 1%) and ‘too detailed’ (14, 12.25%). 12 (10.7%) considered them boring, two respondents (1.8%) rated them as "too detailed/too boring and one (0.9%) reported that no work has been done with translation theories.[248] Two respondents (2%) chose the option 'I don't know', while 11 respondents (10%) gave no response to the question.

[247] The students at the FH-Köln seemed to be contented with the use of the TMS in the classroom. None of them requested for further assistance (see Appendix 6, “Strategie der Beherrschung2”).

[248] This respondent was a graduate of B. A. Language, Culture and Translation at the Department of Translation, Language and Cultural Studies (Fachbereich Translations-, Sprach- und Kulturwissenschaft - FTSK), Germersheim, and had just began the first semester of the M. A. Translation Studies at the Univ. Leipzig.

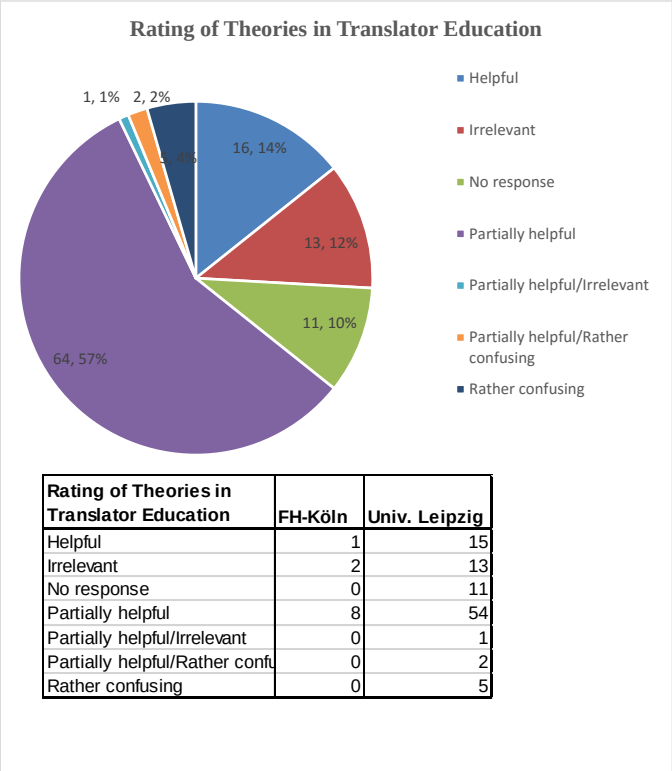
In order to fully comprehend the evaluations, the subjects were required to give further descriptions, using the options 'helpful, partially helpful, irrelevant', and ' rather confusing'. As shown in Fig. 19, 14% (16) rated the theories as helpful, while 57% (64) considered them partially helpful. 12% (13) respondents rated the theories as irrelevant, while only 4% (five) described the theories as rather confusing. One respondent considered some theories partially helpful in contrast to several others, which were tagged 'irrelevant'.



Evaluation	FH-Köln	Univ. Leipzig
Appropriate	9	55
Boring	1	11
I don't know	0	1
No response	0	11
Not yet used for work	0	1
Too detailed	0	14
Too detailed/appropriate	0	1
Too detailed/boring	0	1
Too little	1	6

Fig. 18: Respondents' evaluation of theoretical introduction to TS

Two respondents thought some theories were partially helpful, but that others were rather confusing. 10% (11) of the respondents did not give any response to the question. Again, the total of respondents' rating on helpful and partially helpful theories shows that these students could apply the relevant theories when translating. A correlation could be made between 13 respondents (12%) that rated the theories as irrelevant in Fig. 19 and 14 respondents (12%) that considered the theoretical background as 'too detailed' in Fig. 18.



Rating of Theories in Translator Education	FH-Köln	Univ. Leipzig
Helpful	1	15
Irrelevant	2	13
No response	0	11
Partially helpful	8	54
Partially helpful/Irrelevant	0	1
Partially helpful/Rather confu	0	2
Rather confusing	0	5

Fig. 19: Respondents' rating of theories in the curricula

Subsequently, in order to ascertain the specific theories that the respondents were considering, they were asked to give specific examples of theories that could be grouped under the four categories 'helpful, partially helpful, irrelevant' and 'rather confusing'.[249] 48 subjects gave responses to the category ’helpful’ while the same number of respondents gave examples under the category 'partially helpful'. For the categories 'irrelevant' and 'rather

[249] Although respondents were requested to only select one of the descriptive categories 'helpful, partially helpful, irrelevant' and 'rather confusing', while giving examples of each of the categories, some simply gave examples to other categories they had not previously selected. This, in effect, means that the number of respondents who cited examples to each given category exceeded the number of those, who selected the categories in the first place. More subjects chose ‘partially helpful’, but a lesser number cited examples under this category. Fewer respondents selected ‘helpful’, but those who gave examples were more in number (48). As shown above in Fig. 18, only one subject mentioned that some theories were confusing, whereas 21 subjects gave examples of confusing areas. 13 among them categorised some theories as ‘irrelevant’, while 23 subjects specified the ‘irrelevant’ theories.

confusing', 23 and 21 respondents supplied information respectively.[250] The cited examples were categorised as theoretical topics, scholars or reference, as some respondents simply mentioned the theories, while others mentioned the theories or references containing academic discussions on the theories. Altogether, for the category 'helpful', 14 scholars were mentioned. One book was cited while approximately 27 theoretical themes[251] were mentioned, with Christiane Nord as a theorist and/or in combination with themes (such as Skopos theory, TA, translation strategies, translation problems and solutions) mentioned by the majority of the respondents.

Likewise, under the category 'partially helpful, major issues included TA from Christiane Nord's perspectives, Vermeer and Christiane Nord (as theorists), Skopos theory, equivalence theory, terminology theory and translation procedures were again mentioned by a number of individual respondents. The respondents considered historical issues and theories on linguistics and translation as belonging to the category 'irrelevant', mentioning also LSP text research, textuality features and linguistics under this category. A common argument of the respondents was that many of these theories are not used in practical translation, being mainly ‘author-relevant’. In addition, under the category 'rather confusing', the Organo model was predominant. Other topics mentioned by the respondents included amongst others the ‘differently named’ terminologies of similar concepts under various translation theories, conflicting theories, interesting historical issues and theories lacking practical application in translation and the obscurity of the relationship of theory to practice. These responses are shown in details in Table 15. The column ‘scholar’ contains the names of authors that were explicitly mentioned. The next column contains information about the work of the scholar, other scholars or simply literature. Section 4.2.1.4 discusses student perspectives on the contemporary translator education.

[250] It is also important to point out the fact that each respondent indicated one or more theory (-ies) that belonged to any of the given categories of rating according to their evaluation. As such, the theories and theorists were collated in the results according to the number of respondents that mentioned them.

[251] The themes mentioned for each of the categories here were in some cases different issues discussed under a particular theoretical theme. For instance, 'translation strategies according to Nord and translation strategies in practice and in theory were simply counted as belonging together in the discussion. See appendix 6 for the details.

Rating	Author/Theoretical Topics/Scholar/ References	Rating	Author/Theoretical Topics/References
Helpful	Christiane Nord: Nord (15) -External/ internal factors for TA (1) -Lasswell formula, Skopos theory, (3) -Skopos theory (13) -Solutions for translation problems (2) -TrTA (6) -Translation problems (3) -Translation strategies:Nord (1) Christiane Nord, Vermeer: Functional translation (2) Katharina Reiß**:**Text typology (1) Vinay/Darbelnet: Concrete translation procedures (3) Werner Koller, De Waard/Nida: Equivalence types (1) "Décoller sans déconner"(1) Contrastive structure analysis (1) Prototype semantics (1) Cognitive translation theory (1) Culture and pragmatic aspects of translation (1) Culture translation theory (1) -Equivalence theory (1)	Partially Helpful	Christiane Nord: -Equivalence vs. Functionality (1) -TA (2) -TA/Skopos theory (1) Christiane Nord, Werner Koller: Awareness of functional translation, realia (1) **De Saussure**: Linguistic theory (1) De Saussure (1) Gläser, Rosemarie, Bühler, Marx, Reiß/**Vermeer**: Skopos theory, Specialised text typology, Organo model, definitions of equivalence (1) Humboldt: Probably translation problems (1) Kirsten Adamzik:Book: Sprache: Wege zum Verstehen(1) Sarah Mills/Marlis Hellinger: Feministic linguistics (1) Academic seminar: Cohesion and coherence - sensitises to the difference between languages and detachent from ST (1) Classroom demonstrations: peculiarities in Spanish – Univ. Leipzig (1) Compensation while dealing with word play/stylistic peculiarities, Skopos theory, courage to translate freely (creatively) (1) Comprehension of the processes/structuring of thoughts (1) Criteria for textuality (2)

Rating	Authors	Theoretical Topics/ Scholar/ References	Rating	Authors	Theoretical Topics/Scholar/ References
Helpful	Functional communication science approach (1) German Institute for Standardisation (DIN) (1) 'Handbuch Translation' (1) Hönig/Kussmaul (1) Horn-Helf, Brigitte (1) Kade (1) Kussmaul (3) Language pair-related problems (1) Note-taking techniques (1) Prospective/retrospective approaches - text genre (1) Saussure (1) Semiotic Triangle (2) Speech Act theory (1) Text genre theory (1) Theme-Rheme progression (1) Theoretical approaches in professional practice (1) Theory of Tranlatorial Action (1) Translation methods (1) Translation strategies for grammatical phenomena (1) Translation strategies in practice & theory (1) Translation-related language competence (1)		Partially helpful	Editorial tasks: translation agency (1) Equivalence models (1) General TS (1) Lasswell formula (1) Lecturers' assertions: significance of content over words in translation (1) Leipzig School/Young Grammarians (1) Nord, de Beaugrande, Dreßler (1) Play translation/Audio-Visual Translation (AVT) (1) Pre-Translation reflection (1) Respondent's personal impression (1) Sapir-Whorf Hypothesis (1) Selection of relevant aspect for professional practice (1) Skopos Model (7) Skopos theory, culture (1) Speech Act theory (1) Terminology theory (2) Text- (genre) linguistics, definitions of equivalence (1) TA procedures prior to translation (1) TA (1) Translation as cultural transfer (1) Translation procedures (1) Translation procedures (explications)/ tips on translation problems (1) Vermeer (1) Vermeer, Reiß (1)	

Rating	Authors	Theoretical Topics/ Scholar/ References	Rating	Authors	Theoretical Topics/Scholar/ References
Irrelevant	Austin Searle: Speech Act theory (1) Bühler, Saussure: Semiotics (1) Holz-Mänttäri (1) Jakobson (1) Nord, Reiß: Translation theories (1) Saussure, Chomsky, K. D. Baumann: too theoretical, no known practical applicability of theories (1) Comparative Stylistics (1) Contrastive LSP Textlinguistics (1) Differentiation of editing and translation (1) Every other thing apart from Nord (1) General LSP text research (lectures on technical field styles and German as a scientific language - not translation-related (1) Hermeneutics (1) History (1) Linguistics (1) LSP research (1) Terminology theory, LSP Textlinguistics (1) Textuality features (1) Theories on literature and (national) systems: irrelevant for the translation process, knowledge for translator (1) Theories on the history of translation and interpretation (1) Theories: Mostly useful for authors, not relevant for translator (1) Theory: good basis, no practical effect (1) Translation theories in the classroom: history of TS, Skopos theory, theory of Translatorial Action, cognitive translation approaches, semiotic approaches (1)		Confusing	Christiane Nord: -TA model (1) - Christiane Nord (2) Karl Bühler: Organo Model (1) A lecturer's line of thoughts (1) Diverse culture theories (1) Equivalence theory (1) Function and step models (1) Leipzig competence model (1) Nonverbal codes (1) Parallel text comparison (1) Schleiemacher (1) Semiotics (1) Skopos theory (1) Sometimes, the relationship to the professional practice is missing or unclear. Business aspects like time division, fee calculation remain important (1) Stereotypes of interpreters and translators (1) The heterogenously used terminologies of the various theoretical approaches (1) Theoretical lectures: usually historical, interesting, but inapplicable or very complicated theories, which one never gets to use while translating.(1) Thousand of conflicting theories , the grading of student performances (1)	

Table 15: Respondents's rating of theories

4.2.1.4 Contemporary translation teaching

The purpose of this aspect of the survey is to evaluate translator education from the perspectives of students, who are direct recipients in teaching sessions. First, under this section of the survey, students were requested to mention aspects of the translator education that required improvement. In a further question which was the last question, they were to give specific recommendations, should they have any. Only 85 students gave responses to both or either of the questions in this section. The results show that both questions were interpreted to have the same meaning. Some of the respondents answered either of the two questions, while others responded to both, sometimes giving overlapping information.[252] Moreover, the responses were grouped into specific categories for clarity, after which they were rated ‚very high, high, average' and 'low' according to the number of respondents that addressed each category as shown in Table 16.

[252] In the findings, 27 respondents gave no response to both questions. Eight students didn't mention any areas of improvement, but provided detailed information on them in answer to the next question, while 30 among them already gave detailed information under the question on the areas needing improvement. Hence, they did not give any information in the next question. Altogether, 47 students responded to both, mostly giving details in each of both categories. In addition, the responses of individual students sometimes comprised of several areas in translator education. Hence, Table 16 only shows the number of respondents that addressed a specific category, a total of which does not correlate to the number of respondents, who answered the two questions.

Category	Areas of Translator Education needing improvement	No. Of Respondents	Priority Rating
Professional Practice			
1	Career entry	3	Low
2	CAT-tools	24	Very high
3	Professional practice-orientation	28	Very high
4	Subject fields	12	High
5	Translation evaluation	13	High
6	Translation strategies	6	Average
Basic Knowledge			
7	Integration of theory and practice	15	High
8	References	2	Low
9	Research	5	Low
10	Text	5	Low
11	Theoretical basis/theme orientation	4	Low
Language and Culture			
12	Cultural aspects	2	Low
13	Internship(s) & Stay-Abroad Programme(s) (SAP)	3	Low
14	Language training	8	Average
Classroom aspects			
15	Class size	2	Low
16	Classroom (time) management	7	Average
17	Courses	13	High
18	Didactics	3	Low
19	Time allocation	2	Low
20	Time and task management	4	Low

Table 16: Respondents' recommendation on the translation curricula

In order to ascertain core areas of translator education requiring changes based on the number of respondents focussing on such areas, a scale of four levels, shown in Table 17, was used.[253]

Priority ↑

Scale	Categories
Very High	Professional practice orientation, translation tools
High	Courses, integration of theory in practice, subject fields, translation evaluation
Average	Classroom (time) management, language training, translatio strategies
Low	Career entry, class size, cultural aspects, pedagogy, internships & stay-abroad programmes, feedback for teachers, references, research, text, theoretical basis/theme orientation, time allocation, time and task management

Table 17: Priority grouping of respondents' recommendation

First, in the opinion of a majority of the respondents, practical translation is not accorded the weight it should have in the curricula. In addition, theories were considered

[253] The presentation of the respondents' recommendations here is a concise overview of issues addressed by them in the survey.

redundant, especially since it is the focus in the first two semesters (especially in the B. A. degree studies). The solution suggested was that practical translation be introduced right from the first semester of study. Theoretical courses, according to the subjects, should be reduced based on their relevance to translation in the industry or be concise, and there should be an increase in practical translation sessions. In addition, it was suggested that the practical sessions should be designed around industrial translation practice, i.e. ready-made translation orders, text genres, strategies and tools that are used in modern translation. Closely related to this was the use of CAT-tools, which, according to respondents, should be used in every translation classroom, right from the inception of the degree programme. Apart from this, respondents proposed that CAT-tools be used as in the industry, such as it is in project management. The use of glossaries, TM, terminology databases, translating with Microsoft Office and other file formats, Desktop Publishing (DTP) for translators as well as AVT and new media were other aspects mentioned, where intensive classwork was expected to be done.

Subsequently, according to the identified themes in the results, 'course, integration of theory in practical sessions, subject fields and translation evaluation' had the rating 'high'. Respondents were of the opinion that there should be more courses on tools, terminology and phraseology, and that the courses on CAT-tools needed to be long-term courses that are spread through the entire period of study. Students also think that the courses should be designed with more illustrations. It was likewise recommended that the self-study hours be reduced and the workload in the classroom be increased. Alternately, workload hours in some courses should be reduced to allow for an efficient handling of other courses. The example given for this was Terminography, a course with tasks that are said to be time demanding, coinciding with the thesis writing of final year Bachelor's degree students. Respondents also wished to get a wider scope of AVT and new media in the curricula. Lastly, there was a desire for better arrangements by departments in the institute that would make curricular contents in the respective language pairs uniform. Here, the respondent, having been studying different language combinations at the IALT, finds that the lesson content in the different languages vary, such that those who study only one language pair would be ‘at a disadvantage’. The respondent therefore expects the curricular contents in all the possible language pairs will be fixed.

Moreover, responses to the issue of the integration of theory in the practical sessions confirm the fact that theories and practice have generally been treated separately, and that they needed to be well linked, such that applicable theories to specific translation or translation processes are categorised and identifiable during practical translation sessions. In

addition, the theories expected by the students are not simply those developed by academics/theorists for academic training, but also those that portray and best describe the translation practices in the industry. Another suggestion by respondents was that practical sessions should be designed so that problems encountered while carrying out homework should be discussed, using relevant theories to solve them, so that theories can be internalised.

Many of the respondents desired more specialised translations in more subject areas. Two areas mentioned as needing more attention are business and politics. Furthermore, translation evaluation is also a key point that was rated 'high' in the students' responses. In the first place, respondents desired individual correction of their translations by the course instructors. Respondents also prefer forums for an (individual) discussion of their translations. Two other issues raised under this key point are a transparent grading system[254] and an extension of the time allocation for translation evaluation.

Classroom management, language training and translation strategies as focal points had an average rating on the scale of priority. First, it was noted that there are different tempos in the translating sessions in the different departments; some were very slow, while others were done very quickly. The need for a balanced tempo was reiterated in the survey. Subject discussions are not expected to drag and tiny words detail should not be discussed endlessly, according to the respondents, in order to allow a whole text to be handled within the limited period. Respondents wanted good communication in class.[255] With regard to language training, respondents hoped that more languages would be included in the curriculum. The need for the employment of more native-speaking translation teachers of FL at one of the universities (the Univ. Leipzig) was also pointed out. Another viewpoint is that there should

[254] During observation in both universities, three course instructors (2 Professors from the CUAS and one from the Univ. Leipzig) explicitly discussed the grading layout of their courses.

[255] Although good communication in the classroom covers a wide range of issues, which includes clarity of goals, objective[s] and logical structuring of classroom events and the use of the media, this particular point is interpreted in terms of teacher-student communication, but also extends to student-student communication. A general reality from the observed sessions was that most of the overcrowded classrooms did not foster good communication between course participants and between course instructors and the participants. Those who would rather not speak were allowed to be quiet, except in courses, where it was their turn to read out their translations and discuss. Sometimes, it was difficult to acoustically understand what some students said during student presentations, although teachers generally spoke very clearly and were willing to make repetitions, should their message not be heard or understood. There were barely possibilities for group works in seminars and tutorials, whereby the teacher could go to individual groups, listen to their conversations and give inputs.

be more direct contact with the FL being studied.[256] In addition, L1 training (German stylistics) is considered an area needing attention in the curriculum. In the same way, translation strategies are a key area described as needing more attention in translator education by the respondents. According to these respondents, more concrete translation strategies, techniques and tips for handling individual deficits in translation should be discussed in the classroom sessions.

Lastly, the viewpoints 'career entry, class size, cultural aspects, pedagogy, internships and SAP, feedback for teachers, references, research, text, theoretical basis/theme orientation, time allocation and time/task management' all had low ratings compared to others in the survey, as shown in Table 17. Respondents expressed the view that as career entrants, there is a need to practice how to contact clients, issue bids and bills and follow up on the billing processes. Cultural aspects of translation were also mentioned. A similar view was the need for the inclusion of international experiences relating to post-colonial translation in the theories.[257] In the same vein, it was suggested that course instructors should be observed, occasionally during class sessions by a colleague, so that they may see the position/situation of the students and give feedback to the course instructors for improving the lessons.

Again, offering translation teaching as a course was suggested by a respondent. Beyond this, there was the opinion that obligatory pedagogic training should be a requirement for teaching and that only trained teachers should be employed for teaching and research. In the same way, it was suggested that expensive reference materials should be made available by the institute for borrowing. English reference materials were considered better for easier understanding. The teaching of more research techniques and the provision of more information on relevant internet links, parallel texts and vocabulary research are all part of the expectations of the respondents. With respect to theories, respondents expressed the need for more applicable theories and that linguistic theories should be discussed explicitly as a means to achieve translation-related ends, and not as a core of translation itself.[258] Lastly, the time

[256] This is exclusive of the Stay-Abroad and internship programmes.
[257] Two respondents made reference to each of these. 'Cultural aspects' as a theme was not further explained by the respondent, but was included in this discussion since culture is always a key aspect in language and TS, and has been treated as such in the curricula of both universities.
[258] Communication theory was also considered by a respondent as necessary. At this point, it should be noted that the Lasswell-formula, often discussed while teaching TA and translation, is one of the issues discussed in communication theory. The precise perspective of the respondent on this theory was however not expatiated.

allocation for the practical translation sessions was considered insufficient. In addition, respondents requested explicit teaching time and task planning in dealing with translation orders. In the same way, they expressed the desire for time pressures, such as it is typically in the translation industry to be simulated. Since the classes were mostly overcrowded in one of the universities, it was recommended that there should be no more than 20 students in a classroom.

In summary, the priority scale in Table 17 shows a rating of different themes in translator education based on the number of responses for each of the themes. While individual issues rated 'low' and 'average' in the priority scale are also significant, the categories rated 'very high' and 'high' particularly reveal aspects of the curricula that require necessary adjustments. In section 4.2.2, these results presented are discussed.

4.2.2 Discussion of results

The survey provided a platform for uncovering student perspectives on the translation study programmes at the two universities. These responses therefore serve to complement the reported findings on the classroom situations, or decrease their validity, as the case may be. As mentioned above, while the two universities are not representative of higher educational institutions with similar training programmes in Germany, the translation curricula of both institutions have been accredited by the EMT Group and the CIUTI. Therefore, even though the data set was small, trends in translation programmes in Germany and possible student experiences have been uncovered by the study. The responses to the open-ended questions supplied further possibilities of adaptations that could be made to the study programmes.

With respect to the specific language in the syllabus, German is the pre-determined A-language at both institutions. This is regardless of the L1 of the other students, although there were only a few students with native languages other than German. There are more options for FL combinations at the Univ. Leipzig, with study in the English, French, Spanish, Russian, Galician and Catalan languages offerred. Working language courses offered at the two universities are therefore different.

As seen in the student profiles, the educational background of the respondents varied. This confirms the curricular information found in the examination regulations on the

requirements for admission into the study programmes (see section 4.1). Students had different educational and practical experiences,[259] even though they attended similar courses in the same or a different semester (which were often taught by the same lecturers, as found in the course catalogues of previous semesters[260]). However, students' previous professional experiences seemed insignificant in the design of the course on CAT-tools, especially at the IALT. Students who had previous professional translation experiences with the featured tools, received the same lesson as those who were being introduced to them. Students who had worked with CAT-tools during an internship[261] had to sit in the same class group with beginners, who were being introduced to the use of CAT-tools. In this case, they were probably not gaining new knowledge, especially in the use of tools they had already encountered and been using in their workplaces and/or during freelance translation. In other words, there was no internal differentiation[262] of student needs within the study groups. This is further demonstrated, when related to students' responses on the time available for learning about CAT-tools.

Student experiences in the courses were not necessarily the same, due to various factors seen in their further responses, such as their previous education, experience and emotional factors (e.g. motivation, confusion, frustration). Looking at the responses to the questions about the tools encountered in the learning process, the time allocation for learning their use, the sufficiency or insufficiency of time allocation and the evaluation of the work tempo during the CAT-Tool lessons, the various responses portrayed very different pictures of the classes. Four TMS were mentioned at the CUAS, while five were introduced at the Univ. Leipzig. Only one student (9%) at the CUAS listed all four, and included an additional TMS (Déjà Vu) that was not taught in that semester during observation. At the IALT, where larger

[259] Three students had been employed as translators, and others had internships and did translation work in the companies that employed them.

[260] This relates most especially to the observed courses on translation tools in both universities. It is noteworthy that the questionnaire was sent to participants in all the courses observed (both B.A and M. A. Degree courses). Students were in different semesters of study and had probably also taken some similar courses at different times in the course of their studies.

[261] An example is the case of the two subjects with professional work experience of more than seven years following a previous Diploma degree course in translation.

[262] Internal differentiation describes the process of designing the goals, contents, methods and media of a course such that they suit individual learners. For this to take place, the heterogeneity of the learners has to be considered (see Iske 2003: 24).See also „Vierzig Wege der Binnendifferenzierung für heterogene LernerInnen-Gruppen".

numbers of students participated in the survey, only one of the respondents also listed all the five TMS mentioned in the course (see section 4.2.1.2). The remaining students had different groupings of the TMS mentioned during the observation period or they simply mentioned only one, (which was mostly the SDL Trados. This was the TMS mainly discussed at the two universities).

Apart from those who stated that no TMS was treated, four others did not mention SDL Trados in the tool combination they listed. While an option for interpreting these findings could be to stereotype students as inattentive, the differences in student listings of the tools used in class pointed to the following possibilities:

- Students generally only listed the tools they really became quite familiar with, and/or could use to a reasonable level of proficiency.
- Students also listed tools they had learnt about in other courses [263] (i.e. courses on CAT-tools done in previous semesters). This is particularly the case for a respondent, an ERASMUS student, who mentioned Omega T).
- Students listed the most discussed tools in both universities, which was SDL Trados Studio.

Some students' reasons for not listing any tool could not be seen at a glance. However, one could infer from further responses that they:

- were probably only taking the course as an elective,
- had forgotten what they learnt in the course during a previous degree programme or a semester/semesters before the survey or
- were simply at a beginning stage of their studies, and had not taken the course(s) on CAT-tools.

Likewise, students' responses to the question about time allocation for practising as an individual or as a group varied. From the information in the examination regulations as well as the results gathered during the classroom observation sessions, the time allocation for the ‘CAT-tools’ courses was 90 minutes. As discussed in section 4.1, every student at the CUAS had access to a computer, hence, students worked individually. At the IALT, the student

[263] Apart from the observed sessions in the institutions, a course on translation tools 'Sprachtechnologie' at the B. A. level at the CUAS introduced some of the respondents to the tools. The observed course was however ‘Sprachdatenverarbeitung’.

groups were large. Although they were divided into different class groups, some students still had to work in twos or threes to take part in the session. Here, students' selection of '90 minutes' does not give a complete picture of the actual time available for classroom routines. The 90 minutes-period typically includes switching on the computer and waiting for it to boot, listening to the presenter, jotting down notes or explanations that may not be available on the learning platform. Apart from the above-stated facts at the IALT, routines in the course sessions also included the following:

- finding a space to sit or requesting to be paired with another or other students to use a computer.
- Settling down, listening and watching the instructor's PPT presentation and the explanations, which are not all on the presentation slides. This includes jotting down explanations, and at the same time trying to follow the instructor's direction on how to use the application (i.e. the CAT-tool) on the computer screen. Should there be more than one student sharing a computer, this may be tried in turns. As experienced personally, the teacher's presentations are easier to follow, when individual students get a seat in front of one computer.

During the classroom observation, these preliminaries often lasted several minutes, so that when the total period of use of the computer by individual students are calculated, it is not up to 90 minutes as stipulated.[264] As a participant in the course sessions, the time spent altogether jotting, listening and waiting for help to know what function should be activated (or clicked) surpassed the time spent practising with the tools. It is however understandable that students who had previously taken a course on the tools would find it easier to quickly go to the functions and translate. Hence, the selections of 30, 45 and 60 minutes give a real picture of the time spent by the students on the tools in class, considering both the individual

[264] This is however not to say that it is impossible to get into class and start work immediately, especially in situations, where the teacher could have been in the classroom waiting for the students to arrive and switching on all the tools necessary for the practical session. This was however not the case in both universities. During the observations, it was generally impossible to get into the classrooms before the course begins because the doors were either locked, to be opened only by the lecturer, or another course session was about to end in the same classroom. In such cases, both the students and the instructors typically waited until the particular class session ended.

and the shared time. This, in essence, means that the time allocated for the courses on the CAT-tools does not automatically correspond to the time actually spent practising with them.

Based on the responses to the questions about the sufficiency of the time allocated to the courses (on CAT-tools), a majority of the subjects (61, 54%) were of the opinion that the allocated time was not sufficient.[265] On the contrary, a majority of the 70 students (63%) were quite comfortable with the tempo of the class activities, rating it as suitable. A quarter of the participants (28) possibly could not catch up with the pace at which things were demonstrated, had to be followed and practised. As a course participant and observer, the following conclusions were drawn:

- Students who were new to such tools may feel overwhelmed with the various functions with which users have to be familiar before translating.
- Since different individuals often have different work rhythms, sharing a computer with one or two other person(s) may slow down the work tempo in an impromptu group. Likewise, the work tempo may be too fast for a group member.
- Large and overfilled classes in settings similar to computer pools do not generally allow the course instructor the freedom to move around and attend to the needs of individual students, who cannot follow through. Classes with impromptu groups also are not necessarily designed such that students who already are familiar with the tools can help others, so that all can follow through with the tasks.

With reference to the primary goals of this research work, designing a curriculum for teaching the use of CAT-tools certainly requires sufficient time allocation and a suitable work tempo for practising with the tools both within and outside the classroom. This is to say that time allocations should include considerations regarding the size of the class, available media and background information about the prior knowledge of the course participants on the

[265] The option 'the time was short' already indicates that the students were under time pressure, as they participated in the tasks with the tools. They probably would have preferred to have more time for tasks, but they managed to follow through the classes. Although the meaning of the response 'the time was both sufficient and short' is not clearly stated, the mere fact that three students brought these two ratings together shows that the time allocated was not completely sufficient, unlike the rating ‘sufficient’, given by the other 42 students (38%), who responded to the question.

subject. Course instructors need to customise generic designs, incorporating the needs of every course participant.

Considering the fact that many respondents considered the time allocation for the course as insufficient, the download option of a 30-days free trial of the key TMS used in class (SDL Trados Studio 2009 version) was an open option for self-study.[266] This is apart from the fact that student versions could be purchased. At the CUAS, students could do self-study in the PC rooms provided. However, only 62% of the students mentioned possession of a TMS for use outside the classroom, suggesting that the other 34% (38 students) had either exceeded the free trial period or could not afford the students' licence and could no longer practice with the tool(s).[267] As shown in section 4.2.1.2, the results reveal that some students still had not become conversant with the CAT-tools. The only strategy mentioned by some of the students in question was a request for help and the use of the brochure for a specific translation tool. One way in which the free trial download options could be used to facilitate learning and team work among the class participants could be that the participants are grouped for small projects for each tool, which they should have accomplished by the end of the free trial period. To get this done, at least one participant who has some knowledge about TMS needs to be assigned to each group to help others learn faster, further practising his/her own usage skills and developing the skills of a project manager. In essence, students receive introductions to the TMS in class; supplementing instructions about when to download the demo versions and are assigned projects as groups, which must be completed by the expiration of the free trial. This would encourage students to learn actively outside class, considering the fact that a majority of those who use the tool outside the classroom spend less than 2 hours per week as shown in Fig. 15 (section 4.2.1.2). This however, was not the case in any of the observed sessions and was also not reported by any student.

Subsequently, students' rating of the volume of theories in their education as appropriate showed that the majority understood the significance of those theories in their translations. Nonetheless, those who considered certain theories as too detailed and/or boring altogether were 26% (29). This number of respondents is regarded as significant because they constitute

[266] It was possible to download free and/or free trial versions of the TMS used in the class. This possibly was an option available to most of the students who listed different tools they used outside the class in Table 14 under section 4.2.1.2.
[267] Those who did not give any response are not included at this point.

about a quarter of the subjects. Commonly mentioned as helpful or partially helpful were functional translation theories (Skopos theory, TrTA (using the Lasswell formula)), concrete translation procedures, translation problems and strategies for solving them from authors such as Nord, Vermeer, Reiß and Kussmaul. Significantly, these results point to aspects of translation theories, which students considered practical in translation processes, thereby pointing out core theoretical aspects that are central to training translation competence. Many of the theories tagged 'irrelevant' and 'confusing' are not explicitly applied during practical translation procedures, as also seen during the classroom observation. This is because the relevance of these theories may not be directly linked to practical translation at that point in time.

With respect to the goal of VOTT outside TS, the implication of the ratings ‘irrelevant’ and ‘confusing’ is that not all theories in translator education are necessary to be taught in VOTT. The learning outcomes therefore determine how much theoretical background will be given in VOTT. This is especially so, considering the responses on the overall translator education and aspects that could be improved as shown in section 4.2.1.4. Aspects orientating students towards professional practice and the use of CAT-tools are to be the central focus, since practice is essential for developing professionalism in the field. If indeed some theories are forgotten during translation, then theories that align to professional practice should be taught, alongside practical sessions, to show the connections. In all, this study reveals student experiences in professional translation education, and may be used both in making changes in the existing curricula, as well as in designing further vocational syllabuses based on needs analysis. Section 4.2.3 focuses on the limitations of this survey.

4.2.3 Limitation of study

The survey conducted on TS from students' perspectives has confirmed the results from the previous study (participant observation, section 4.1), giving more insight into student experiences, based on the overall translation curricula at the selected universities. As mentioned previously, the goal of the study was to ascertain aspects of the professional education that students have found essential for developing translation skills. However, the validity of the results could be questioned, considering that the sample size is not representative of the student population undertaking TS in Germany. This is also obvious in view of some ambiguous responses as well as cases where no responses were given. One may also reason that students cannot yet see the bigger picture, since they are still in training and do not yet completely know what they would find useful when professionally employed. This is particularly an argument in relation to the early (and perhaps, the various) semesters of

study. Since questionnaires are usually distributed among students at German universities for a quality control of the educational system, students' opinion can safely be included in this study.

Nonetheless, this study is viewed as necessary feedback for curriculum design and curricular adaptations, with respect to the core goal of this research work. Specifically, the findings will be useful during curricular reviews at the two institutes. In addition, the results, when compared the previous results, have shown valid tendencies, that have been reported in section 4.1. While students' responses are not (completely) authoritative representations of needs and necessities in TS, perspectives from educators in the field offer a broader perspective on the subject and will therefore be discussed in section 4.3. This will serve to validate or disprove the findings from this survey.

4.3 Translation studies: a study among instructors in German universities

This section discusses the survey results carried out between 2010 and 2013 among selected teaching staff at TS institutes at six selected German universities. The universities were: 'Universität Leipzig' (Univ. Leipzig), Cologne University of Applied Sciences (Fachhochschule Köln'), ‚Universität Heidelberg' (Univ. Heidelberg), ‚Otto-Friedrich Universität Bamberg' (Univ. Bamberg), 'Universität des Saarlandes', (Univ. Saarland) and 'Johannes Gutenberg Universität' (Univ. Mainz).

On the one hand, the goal of the survey was to gather the opinions of translation instructors on the professional competence required for a translation teacher, as well as issues relating to the academic/professional translation curricula in their respective institutions. On the other hand, the survey was necessary to get up-to-date views[268] for cases where translation teachers are career changers (i.e. lateral entrants). The research tool applied here was the interview as it allowed for extensive details that could assist in giving insights to TS from the

[268] Apart from a brief review of the curricula of the additional four universities, the study allowed for a sampling of the unwritten/unpublished opinions relating to translation curricula and teaching, which is considered relevant for accomplishing part of the research goals stated in chapter 1.

perspectives of lecturers. In all, 41 teachers took part in the survey. In section 4.3.1, detailed illustrations of the outcomes of the survey are given.

4.3.1 The study

The interviews among translator trainers in Germany were carried out in two phases with two versions of interview questions. The first version was more open-ended, while the latter version was reviewed, so that it became more structured. In all, 29 interviews were conducted with the initial version, while 12 were conducted with the newer version.The interviews conducted with subjects from the Univ. Leipzig and the CUAS were face-to-face interviews, while others were telephone interviews. The contact details of subjects from the remaining four universities were found on the websites of the various universities. Since it was impossible to conduct face-to-face interviews due to the distance between the universities and the time available for other parts of this research work, emails were first written to the subjects, then phone calls were made where necessay, based on an agreement with the subjects. During face-to-face interviews, audio recordings were made, except where subjects did not permit them. [269] In addition, ten of the lecturers from other universities preferred to fill in the interview questionnaire. In the first phase of both versions, interview questions were generally open-ended and less-structured than in the second phase. Some of the subjects who responded to the first version were therefore not specific in giving some information.

The aim of the second part of the study was to uncover aspects of TS that may not have been clearly addressed in the literature review, the curricular documentation review, as well as the participant observation and student survey. The third part of the study discusses proposals for improving the curricula for translator education from the perspectives of teaching staff members from the selected universities. The whole study particularly focuses on competencies and qualifications of translator trainers, the necessity for the cultural immersion of translation students in the target language culture (TLC), the scope of the translator education, as well as further aspects that might be adapted in translation curricula

[269] Two of the interviewees from the CUAS preferred that no recording of the interview would be done, hence, only notes were written, while one subject from the Univ. Leipzig preferred to fill in a questionnaire. The original version of the interview questions was used for these three subjects.

for Vocational Translation Teaching (VOTT) outside the framework of TS. Section 4.3.1.1 highlights the profiles of the subjects.

4.3.1.1 Interviewees' profile

To begin with, the demographic details (the language, qualifications and status-related profiles) of the interviewees were requested. The results (Table 18) show that 78% (32) of the teachers were native Germans, 12% (6) native English speakers (one originates from the USA, four from England, and the country of the remaining subject was not stated), while 7% (3) and 3% (1) are French and Spanish, respectively. Approximately 27% (11) of the interviewees grew up with an L2, which were: German, English, French and Croatian.

Iso Codes	No. of Native speakers	No. of L2 Speakers	No. of L3 Users
ar	-	-	1
ca	-	-	1
de	32	3	8
en	6	5	27
es	1	-	16
fi	-	-	2
fr	3	2	22
gl	-	-	2
hr	-	1	-
id	-	-	1
it	-	-	7
ja	-	-	1
la	-	-	2
pt	-	-	2
ru	-	-	7
sr	-	-	1
zh	-	-	1

Table 18: Interviewees' language profiles

Similar to the language profile of students discussed in section 4.2, the lecturers learnt at least an FL as shown in Fig. 20.[270] Twenty-six percent of the interviewees (10) mentioned only one language, 38% (15) spoke two, 18% (7) three, 13% (5) four, while 5% (2) speak 5.

[270] During the interviews, some of the lecturers hinted that they were no longer working with an FL due to an increase in academic/teaching duties over the years.

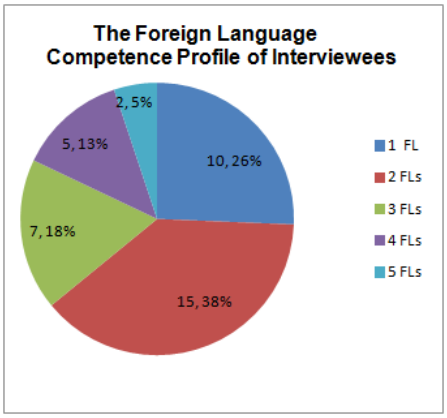


Fig. 20: Interviewees' FL profile

Most of the interviewees are affiliated to the Univ. Leipzig, followed by the CUAS, Univ. Heidelberg, Univ. Bamberg[271] and the Univ. Saarland.[272] This is shown in Fig. 21.

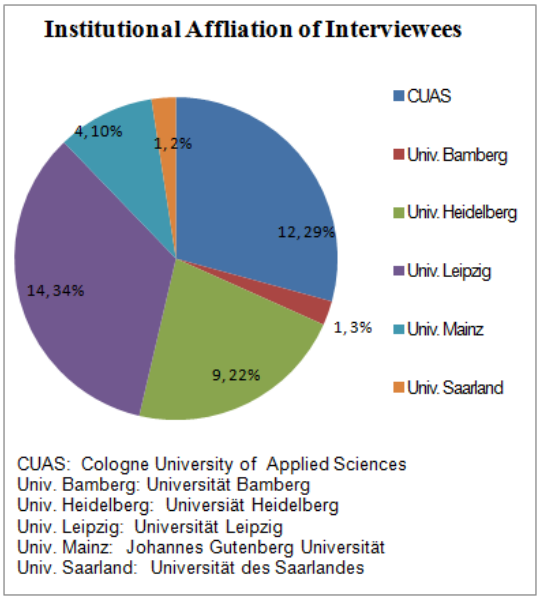


Fig. 21: Interviewees' institutional affiliations

[271] There was also only one interviewee from this university who had a Diploma in Interpretation and worked at the Institute of Arabic Studies. From the description of courses on the institute's website, it was discovered that the translation courses taking place there are similar to the ones typically done in FLL. See: http://www.uni-bamberg.de/abt-studium/aufgaben/pruefungs-studienordnungen/master-studiengaenge/arabistik/.

272 There was also only one subject from this institution, who had a Diploma in TS, but only taught GFL at the Department for Applied Linguistics, Translation and Interpretation. This lecturer was the only one who responded among the four contacted at Univ. Saarland.

The educational background of the university lecturers, shown in Fig. 22 and Table 19, also differed, in that not all had an institutional education in translation-related fields. While a majority of those interviewed (68%, i.e. 28) were trained translators, 25% (4 and 6 respectively) had a background in both philological and mixed subject areas, while 7% (3) did not specify the subject fields of their qualifications.[273]

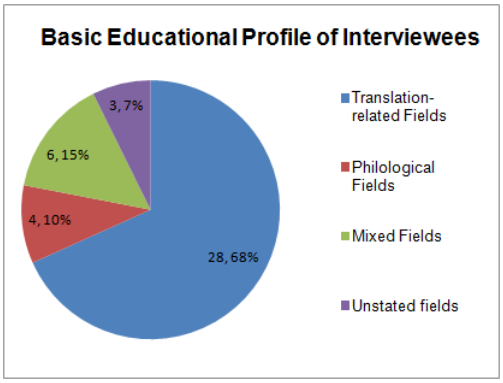


Fig. 22: Interviewees' educational profile

[273] During the interview phase, some lecturers preferred to fill in a questionnaire, rather than have an interview. Hence, an internet link was sent to them. The three, whose specific area of qualification were not indicated belonged in this group. See appendix 7 for the specific fields of specialisation of the interviewees. These simply stated "Habilitation" (i.e. post-doctoral degree), "Diplom" (Diploma), and "B. A. Hons." as qualifications. Since they chose to fill a web-based interview questionnaire, it was not possible to know who specifically gave a particular response, so that unclear responses could not be further probed via email or telephone.

Field Categories of Qualification	Degree Qualifications	No. of Interviewees
Translation-related Fields	Diploma in Translation Studies, M. A. Romance Studies and General Linguistics, Ph.D Translation studies	1
	Diploma in Translation Studies, Masters in Business Administration (M. B. A), Ph. D Translation Studies	1
	Diploma in Translation Studies, Ph.D Applied Linguistics	1
	Diploma in Translation Studies	11
	Diploma /Ph.D Translation Studies	5
	Diploma in Language Mediation	1
	Diploma in Language Mediation, Ph.D Translation Studies	2
	Diploma in Language Mediation, Ph.D Applied Linguistics/Translation Studies	1
	Diplomas in Translation/ Interpretation	2
	Diploma in Interpretation Studies	2
Philological fields	M. A. Classical Philology, Ph.D Modern Philology	1
	Ph.D/ Post-doctoral Studies in English Philology	1
	B. A. German/European Studies, Certificate in Teacher Training, M. A. Applied Linguistics	1
	B. A. German/Italian Studies, M. A. Anglophone studies, Test of English as an FL	1
Mixed Fields	B. A. Political Science Studies, M. A. International Relations, M. A. French as a Foreign Language, Ph.D Education	1
	B. A. Political Science/Language Studies, M. A. Political Science/History, Ph.D History	1
Mixed fields	LL.M	1
	Diploma in Maths/IT, Projects - Machine Translation, Ph. D. Applied Linguistics/Translation Theory	1
	Diploma in Engineering - Machine construction, Ph.D Textlinguistics (Translation as focus)	1
	Ph.D Chemistry/Physics, State Exam Translation and Painting	1
Unknown fields	B. A. Hons.	1
	Diploma (field not stated)	1
	Post-doctoral Studies (field not stated)	1

Table 19: Interviewees' qualification fields

With regard to those who were proficient in more than one FL, the working languages (language pairs) of the interviewees in their institutional affiliations do not necessarily reflect all the FL in which they were proficient, or the language pairs with which they worked in the translation industry. Some of them mentioned that they were no longer working with an FL or that they only translate into their L1 in their teaching profession. Few among the respondents worked in the translation industry with more languages than they do at the educational institutions, where they currently work. Likewise, there are those who teach, using more language pairs than in their translation practice. A common explanation given by interviewees for the latter is that time constraints (as a result of their teaching and research duties (where applicable) made freelancing impossible, or near impossible). Also significant is the fact that some of the interviewees worked in the two language directions of any given language pair

both in translator education and in the industry (see Table 20). Others stated that they work in only one language direction, both in teaching and practice (see appendix 7). [274]

Language Pair Classification	Language Pair in the Academics	Language Pair in the industry
Not applicable	1	2
No longer	-	1
Not stated	-	1
Translation into FL	1	-
Translation into L1	29	19
Translation into L1 - no longer	-	2
Translation into L1/FL	8	9
Translation into L1/FL - no longer	-	1
Translation into L1/L2	1	3
Translation into L1/L2/FL	-	2
Translation into L2 - no longer	-	1

Table 20: Interviewees' working language directions

Responses on the interviewees' translation-related work experience showed that all except one[275] had worked/been working in the translation industry. The pre-given options from which the interviewees selected answers were: 'Industry,[276] Public Authorities, International Organisations, NGO(s)', and 'others', with a text field for specifying the precise information on the workplace category. The results in Table 21 show that only 24% (10 among the interviewees) have worked in only one workplace category, while 71% (29) have worked in at least a combination of two of the workplace categories listed above. Two interviewees did not give any specification on their workplaces.[277] The interviewees had different employment status at their various workplaces over the course of time.

[274] In analysing the results for the question about working languages in teaching and in practice, the language combinations used by the university lecturers for teaching, as well as in the industry were compared with their language profiles, to show, if all the language skills were put to use in the workplaces and to what extent. This comparison is necessary to reflect the professional experience of the subjects.
[275] Even though qualified in TS, this subject only teaches GFL and could not answer this question.
[276] Industry here refers to freelance translation.
[277] Apart from the subject mentioned earlier, another subject did not specify any workplace in relation to professional experience.

No. Of Categories	Workplace Categories	No. Of Interviewees
1	Industry	3
	Private sector	3
	Publishing house	1
	University	3
2	Industry/Private sector	1
	Industry/Public authorities	2
	Industry management/University	1
	Industry/University	6
	Police/University	1
	Private Sector/Publishing house	1
	Private Sector/University	9
	Public authority/publishing house	1
3	Industry/Private sector/University	3
	Industry/Public authorities/Private Sector	1
	International Organisation/Industry/Private Sector	1
	Private sector/University/Public authorities	1
4	Industry/Public authorities/International Organisations/NGOs	1
No Response	Not applicable	1
	Not stated	1

Table 21: Interviewees' workplace categories

These included freelance translation, full-time job position, a combination of freelance translation with a full-time job position, private entrepreneurship or temporary employment (see appendix 7).[278]

In addition, more than half of the respondents (23, i.e. (56%) have been working (or had worked) as translators for more than 10 years. Seven (17%) interviewees had worked for 5-10 years, while 2 had worked for 1-5 years. The question of years of translating experience was not applicable to 8 respondents (20%), who did not provide any specific information on the question (Fig. 23).[279]

[278] Private entrepreneurship here refers to the ownership of a translation agency. A temporary job is interpreted to be a contract job, which is different from freelance translating, for which translators sometimes have to bid. Apart from this, the interviewees listed their work experiences in chronological order as much as they could remember. Some of them specified the period of time they worked at a specific workplace. Hence, it is clear that the employment status listed as combinations may not necessarily be simultaneous jobs.

[279] These are those interviewed with the first version of the interview questions, where the questions on their years of experience was not explicitly required.

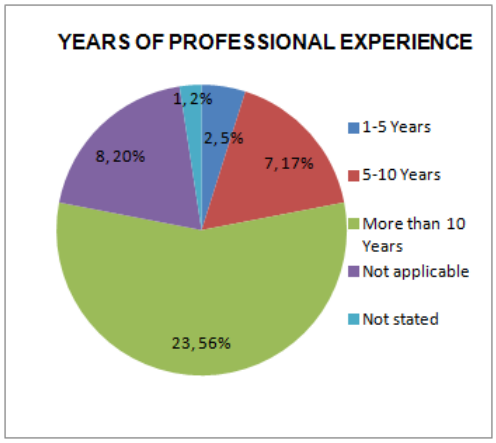


Fig. 23: Interviewees' years of professional experience

Lastly, the subjects provided information about their research, specifying if they were employed for research or not, and if they had or were currently carrying out research work. 71% (29) of the subjects were undertaking research tasks, while 29% (12) were not. The research areas listed by the respondents featured a variety of themes in linguistics, TS, specialised language research (LSP research), translation-related quality management, as well as translation-related technology (see appendix 7 for the research fields).

Above all, the profile of the interview subjects discussed in this section has shown the different groupings in the language proficiencies, qualifications, language directions (in teaching and in the translation practices) and research areas of the modern translation teacher in Germany. From the results discussed above, there are both bilingual and multilingual translator educators, who are proficient in one or more FL. While theoretical standards have been set that the language direction of translations should ideally be in the L1, the working language profile of the subjects has revealed that this is not necessarily always the case, even when the subjects also agree with and teach according to the set standards.[280] Section 4.3.1.2 discusses further parts of the survey.

[280] This shall be further discussed in section 4.3.2.

4.3.1.2 Translation studies and practice: perspectives from educators

First, in response to the question about the qualifications to be acquired by a translator trainer, interviewees enumerated a variety of requirements that must be fulfilled by 'would-be' educators. Key issues mentioned during the interviews are categorised in Table 22.[281] The subjects were required to give their opinions about the requirements necessary for becoming a translator trainer. With reference to the competences (skills) required for professional translating, many of the responses of the interviewees generally align with the competence framework for translators.[282]

Skills	Experience	Qualification
Analytic competence	Language teaching	Academic qualification, basic theoretical knowledge
Business management skills	Specialised translation	Doctoral studies
Classroom management skills	Translation	Expertise in Linguistics & TS research
Cultural skills/linguistic intuition		University degree (term used by interviewee)
DTP skills		
Flawless bilingual		
Higher institution pedagogy		
Language skills/Linguistic intuition		
Media/Technological skills		
Pedagogy		
Project management		
Quality management		
Specialist fields competence		
Text skills		
Time management		
Translation skills		

Table 22: Qualification, skills and experience for translator trainers

However areas of difference include discussions on the length of translation and specialised translation experience required to be a translator trainer, the requirements for lateral entrants into the career as translator educator and the management of deficiencies in training and experience of a translator trainer. In the course of the interpretation of the data,

[281] The points raised by each interviewee were not discussed in any particular order, since the question was an open-ended one. Hence, the responses were collated and are only presented here in alphabetical order, rather than in their order of significance, especially since they all carry different weights to each of the interviewees. Although there is an implied connection across the responses, such that two responses may refer to the same thing, they have simply been presented here as they appeared in the results.

[282] See also http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf.

the demographic details of the education and qualification of the interviewees often influenced the understanding of their corresponding responses, so that those with qualifications in TS emphasised certain requirements, which were addressed differently by those without qualifications in TS. Five among the subjects - whose institutional affiliation, qualification and years of experience are given below - gave specific information on the length of professional translating experience expected of a translator educator, which is shown in Table 23.

Length of Translating Experience Required	Institution	Qualification	Years of Experience
1-2 years	Univ. Mainz	Diploma Translation/ Ph.D. Applied Linguistics	Not applicable[283]
2 years	Univ. Mainz	Diploma Translation	Not applicable
4 years	Univ. Leipzig	Diploma Translation/Interpretation, PhD. Studies	5-10 years
5 years	CUAS	Diploma Translation	5-10 years
≤ 10 years	Univ. Mainz	B. A. Political Science, M. A. International Relations, M. A. French as a Foreign Language, PhD. Education	>10 years

Table 23: Viewpoints on the professional translating experience of translator trainers

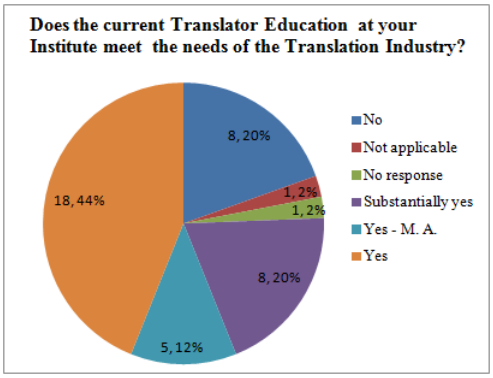


Fig. 24: Interviewee's perspectives on their institution's translation curricula

When asked whether the current translator education at their institutes meets the need of the industry, a majority of the interviewees (altogether 76%), selected one of the three

[283] This subject was interviewed using the first version of interview questions, where the question about the years of experience was not explicitly stated.

affirmative options [284] as shown in Fig. 24. Twenty percent (8) of the respondents did not consider the translator education programme (at their individual institutes) to be sufficient preparation for meeting the demands of the translation market. One interviewee provided no response.[285]

The interviewees' opinions about the Semester-Abroad (SA), which is part of the translation curricula, was sought. First of all, interviewees were requested to give details about their participation in the SAP during their studies as undergraduates.[286] The results (Fig. 25) showed that 14% (6) of the university lecturers interviewed did not take part in the programme, while 32% (13) participated in the programme. 54% (22) did not provide any information about their participation, since it was not an explicit question in the first version of the questions (see appendix 19, original and revised). For many (i.e. 59%), an SA experience has a significant input or is essential for linguistic and cultural competence in the TL (cf. Snell-Hornby 1992:18). However, there were a few educators who mentioned that SA is not absolutely necessary. Two gave reasons for their conclusion. One reason was that the subject considers expertise more important for translating than the language and cultural competence. Another reason given is that the SA does not necessarily improve the writing competence of students, which is inevitably essential for translation.[287]

[284] Interviewees, who chose the options 'Substantially yes' and 'No' discussed the basis for their evaluation of the translation curricula. Points in their discussions are presented together in section 4.3.1.3 with responses to the questions that relate to their satisfaction with the curricula and their recommendations for improving them.
[285] This subject mentioned interpreting as the main subject and therefore considered this question inapplicable.
[286] In the initial version of interview questions, subjects were requested to answer the question 'How important is the Semester-Abroad for you personally?' However, some subjects neither gave detailed information on their participation nor an evaluation of their experiences. The question was however rephrased in the revised version as: ' Did you have a Semester-Abroad during your studies? If yes, do you consider it as: a) waste of time, b) not absolutely necessary, c) quite advantageous, d) central element of the training'. During the analysis, facts from the data from both sets of questions were sorted and harmonised. Many of the responses to the first version had ratings such as 'little/ average/ high/ very high significance'. These were then measured against the ratings in the new survey, so that 'little importance' meant 'not absolutely necessary', 'average' and 'high significance' denoted 'quite beneficial', while 'very high significance' was interpreted as 'central element'.
[287] While responding that the SA does not improve the translating competence of the students, a subject (a professor) at the CUAS stated " […] die Fähigkeit, Fachtexte zu übersetzen ist meistens unberührt. Bei meinen Studenten hat sich was kaum verändert nach dem Auslandssemester, mit Bezug auf die übersetzerische Kompetenzen." (See appendix 7).

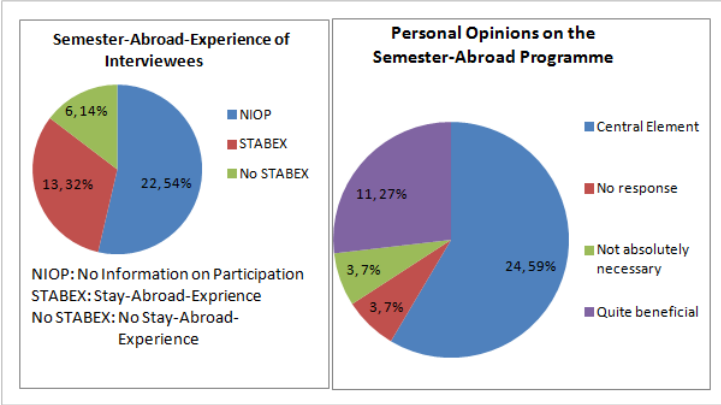


Fig. 25: Interviewees' Stay-Abroad experience and evaluation of the Stay-Abroad Programme (SAP)

When asked about the position of their institutions on the SAP, the responses from the lecturers were directly dependent on the regulations at their various institutes. Interviewees mentioned that the SAP, lasting a whole semester,[288] is obligatory for all Bachelor's degree students, while only an internship of two months duration is obligatory for Master's degree students. One of the interviewees from the Univ. Heidelberg mentioned that it is obligatory, even though all other lecturers (8) from the same university stated that it is only strongly recommended.[289] Responses from lecturers working at the three other universities (Univ. Bamberg, Univ. Germersheim and Univ. Leipzig) showed that a SAP is also not a requirement in their respective translation curricula.

Subsequently, when asked whether the necessary theoretical basics were being taught at their institutes,[290] three among the interviewees could not respond, stating that they were not teaching theoretical courses. Three other were certain that there was a sufficient theoretic

[288] Very few among the subjects mentioned that the SAP is sometimes extended to two semesters. This was confirmed during interaction with students.
[289] Considering the information found in the study regulations for TS at the Univ. Heidelberg, the information from the eight lecturers was right.
[290] It might be important to note here that the revised survey had a further question associated to it, to which interviewees were meant to state areas where the theoretical basics were not sufficient. The question was 'Should there be too many or too few (theories), kindly specify them. This was missing in the initial survey, although the question was open-ended. The revised survey was however mostly used by lecturers who would rather not have interviews, hence, they filled the survey online. With regards to the said question, one interviewee from the Univ. Heidelberg mentioned that there were too little practical references, especially at the Master's degree level. The response would, however, be discussed under the last question in section 4.3.1.3.

foundation, which had begun to tend towards superfluity. One subject explained that theories from linguistics and TS are excessive, while another mainly expressed a personal feeling that too much time was being spent on theory. Furthermore, one subject pointed out that even though the curriculum gives room for sufficient theoretical basics, the details show that, it is totally dependent on the course instructor to determine the scope of the course. Interviewees from the CUAS noted that, unlike the case with the M. A. Specialised Translation curriculum, the theoretical background taught at the Bachelor's degree level is insufficient for professional translators.

Another interviewee's perspective was that the theoretical basics are appropriate (sufficient), even though they create complications. According to this person's point of view, theories are not descriptions of reality; they should therefore be taught after practical lessons have been done. As another subject puts it, theoretical knowledge is acquired through learning and self-experience. Another view considered noteworthy here is the opinion that sufficient theories are taught, but that it is a different question, if one asks, whether students really learn as they are expected to do.[291] Another interviewee from the Univ. Germersheim considered the question a difficult one, because some of the curricular profiles have good theoretical courses in TS, while others combine courses in both TS and linguistics, depending on the curricular objectives.[292] Lastly, there was also the perspective that there are missing aspects to the theories. A lecturer's reason for responding with 'no, too little' was that while the basics are being taught, there has been no opportunity for the continuation, since theories are taught only in the initial semesters.

Moreover, subjects were asked whether they were satisfied with the study programmes at their various institutes.[293] 11 (27%) among the interviewees were fully satisfied with the

[291] This view was further shared by another subject from a different institution. The interviewee went further to explain that students lack personal initiatives because they cannot further process the theories. This explanation buttresses the difficulties expressed by many students (see section 4.2), who see no connection between the theories and the practical training in translator education.

[292] This is connected to the fact that the institute where translators are trained at the Univ. Mainz has several curricula that lead to the award of different degrees apart from TS.

[293] There were no options provided for this question in the initial version of the survey, since it was considered as a direct question, with provision already made for open answers. The revised version however featured answer options 'yes' and 'no'. The next question associated with this in the initial survey was a request that the interviewees specify the cause of their dissatisfaction. The responses given to this question were the same ones the interviewees referred to in the last question, in which recommendations for improvement were requested from the respondents.

translation curricula at their universities and therefore did not make further recommendations.[294] Table 24 gives an overview of the responses of the interviewees according to their institutional affiliations.

Rating	Univ. Mainz	CUAS	Univ. Leipzig	Univ. Heidelberg	Univ. Bamberg	Univ. Saarland
Fully satisfied	Not applicable	3	2	Not applicable	Not applicable	Not applicable
Satisfied	2	3	4	5	1	Not applicable
Satisfied to some extent	Not applicable	4	3	Not applicable	Not applicable	Not applicable
Not satisfied	2	2	5	4	Not applicable	Not Applicable

Table 24: Interviewees' evaluation of the translation curricula

The reasons for the interviewees' dissatisfaction were based on issues categorised under the following themes, namely: 'curriculum, teaching materials, staff, practicality and media'.[295] These issues are also the basis for the recommendations of the interviewees in response to the final question in the survey and are thus presented in section 4.3.1.3 below.

4.3.1.3 Proposals for the university curricula in translator education

Table 25 gives an overview of the areas for improvement and the recommendations given by the educators.[296] First and foremost, the five categories labelled in Table 25 are the groups into which the responses of the educators could be classified. Since the educators have always made reference to the curricula of their individual institutions, their responses have been classified in Table 25 according to the common categories, but with a specification of the institution concerned.

With regard to the category 'courses in the curriculum', the need for the incorporation of more subject fields was identified by instructors from the IALT, ITMK and IUED. At the IALT, an interviewee recommended that there should be more subject fields for all language

[294] These were three interviewees from the CUAS, two from the Univ. Leipzig, one from the Univ. Bamberg and two from the Univ. Heidelberg.

[295] These issues are directly related to the study programmes available at the interviewees' institutions. These may also be factors common to all the universit[i]es, where the interviewees teach and may be connected to issues emerging from the two studies already presented in sections 4.1 and 4.2.

[296] The universities of the educators are represented in this table by the acronyms of their institutes. FTSK (Fachbereich Translations-, Sprach- und Kulturwissenschaft) represents the Univ. Mainz, IALT (Institute for Applied Linguistics and Translatology) the Univ. Leipzig, ITMK (Institute for Translation and Multilingual Communication) the CUAS and IUED (Institute for Translation and Interpretation) the Univ. Heidelberg.

pairs being taught at the institute. Literary translation, though no longer common in translation practice, is also expected to be taught. A subject from the ITMK acknowledges the fact that translation for the hearing-impaired and the visually-impaired is already being discussed in academic literature, but considers it as a practical project to be incorporated in translation syllabuses. Subtitling (in AVT) and politics were also not featured in the curricula of CUAS at the time of this study. Hence they were recommended. In another response from the same institute, academic translation research was seen by one of the subjects as a key part of TS that should be incorporated into the curricula. At the B. A. degree level at the ITMK, where many pointed out the superficiality of the programme, a recommendation for compact and thorough courses was made.

The need for the integration of IT into TS was also identified at the IALT, for the purpose of enabling graduates of TS to survive and be effective in the job market. Specifically, the example of 'markup' languages was given. Software localisation is considered as a need by educators employed at the FTSK and the IALT. Again, at FTSK, general courses which would serve the purpose of different curricula were needed.[297]

[297] During the interview, the subjects pointed out the fact that there were several identical courses for different degree specialisations, but that they could be organised such that there could be general uniform courses that could be taken by students from different specialisations.

Courses in the Curriculum	Teaching Materials	Staff/Class size	Practicality	Media
More subject fields (IALT, ITMK, IUED) IALT: - More subject fields for all language pairs - Literary Translation -IT and TS: Interdisciplinary courses for survival in the labour market, e.g. HTML Language courses (fr) -Oral language courses -Grammar courses ITMK: - Subtitling - Translation for the hearing-impaired and the blind - Politics as a subject field -TS research necessary as a course in the syllabus -Compact thorough courses at the B. A. level -More practical translation courses -(General) Corresponding courses (FTSK)	IALT: -Reduction of German stylistics in terms of communication theory -Variations of English -Change of text genre (ru)	- More teaching staff: (IALT, ITMK, IUED) IALT: - Funding - Native speakers - Full positions for staff - Smaller class sizes	-Job market Orientation (FTSK, ITMK, IUED ITMK) - Translation project with tools - Professional life as a freelance translator -Theory-practice integration: (FTSK, ITMK) -Professional internships in place of semester abroad (FTSK)	Supply of sufficient computer facilities with corresponding software (IUED)

Table 25: Recommendations for the translation curricula

An educator from the French Department at IALT is of the opinion that the language competence of some of the students dropped after their SA and that there should be more hours allocated to oral language and grammar courses. Instructors at the ITMK considered that there should be more practical translation courses while reducing the amount of theory taught.

Aspects under 'teaching materials' mentioned by educators at the IALT related to the style of German texts, the varieties of the English language and the text genre being used in the English department. As experienced by a non-native German-speaking educator, the ST are often deficient as a result of the German writing style[298], which is characterised by more complex sentence constructions than the English style. Therefore, based on realisations from communication theories, ST should feature less of such writing styles for easy

[298] The respondent noted that German stylistics has to be simplified to the minimum, so that the content of texts can be understood.

comprehension. The need for incorporating different English varieties (including Business English) in TS was noted. The use of newspaper texts in the Russian department was considered old-fashioned, therefore a recommendation was made for modern text genres.

Subsequently, subjects from the IALT, ITMK and IUED pointed out the need for more teaching staff. At the IALT, increased funding is needed for the employment of more teaching staff as well as more native speaking instructors for the FL and for the provision of full time staff positions. Another issue raised at the IALT was the problem of large class sizes, which is regarded as a hindrance to efficient learning. Smaller class groups were recommended. Moreover, there were responses under the category 'practicality' from the four institutes as educators there found that an orientation of the job market should be predominant in translator education. At the ITMK, the need for more job market orientation which goes beyond translation exercises in tutorials, was emphasised. Translation projects with CAT-tools were cited as an example. Another area mentioned was the issue of living as a freelance translator and every aspect connected to it. Lecturers from the FTSK and ITMK saw that the theory and practice of translation should be integrated, so that their relationship can be seen during translation practicals. The need for professional internships rather than SAP was mentioned by an educator at the FTSK.

Finally, needs under the category 'media' were mentioned only by educators from the IUED. The issue of the provision of more PCs with the corresponding translation software was raised, as those currently available were insufficient. The necessity for intensive work with media and new media was stated. Section 4.3.2 outlines a discussion of the results of the interviews (and the few interviews taken as surveys) with educators from the named universities.

4.3.2 Discussion of results

The study about translator educators has largely focussed on their qualifications, experience, language directions, employment status and experience, alongside issues relating to translation pedagogy and the syllabuses. As shown from the results, the qualifications of all the educators were not necessarily in TS. While many trained as translators, some are educated in translation- and/or language-related fields, while others took a rather lateral entrance into the profession as freelance translators and proceeded to become educators in this field. A feature common to this latter group of people, however, is their language competence in the languages from and into which they translate. Apart from their L1 competence that is well developed, they are also very competent users of the FL. This also directly influences the languages they teach at the universities. For instance, several among the lecturers interviewed

typically only teach translation from an FL into their L1, even though in their professional practice, some of them also translate into FL. Again, there were those whose fields of qualification were completely linguistic, technical and research-oriented in nature, such as specialised communication and terminology. These educators mentioned that they do not typically translate or that they stopped translating. They engage more in research-based studies (for teaching purposes) and in discussions on tools for translation. This confirms that the qualification possibilities for translator educators are not limited to tertiary translation qualifications; since educators with academic degrees in other subject fields are also employed for translation teaching.

In addition, the interviewed educators had varying years of experience. Their experience of professional practice was also different in that there were those who started practising only as student freelancers before they started their careers as educators. There were those who had worked in different workplace categories as employed or freelance translators before or alongside their jobs as educators. Ideally, the lecturers' years of experience as translators would have a bearing upon their teaching duties, as they are best able to teach students, concentrating on key factors necessary for success in the market, relating translation to theory and practice.[299] Since some of the interviewed educators are also responsible for teaching theory, their experiences in the translation market also gives them an added advantage of relating theories to the practices in the industry for achieving educational objectives.

Qualifications for translator educators, as found in the study, include academic degrees (preferably in TS and if possible at a doctoral degree level), experience of professional practice of translation and specialised translation. Apart from these, translation experience was a central requirement that was highlighted by several educators[300] (section 4.3.1.2). Some opinions from the educators stipulated minimum years of professional translating experience that teachers should have before beginning their teaching career. The number of years of experience required by those with qualifications in TS was less than that years of experience required by one subject, who was a lateral entrant. This probably indicated the length of time

[299] See discussion on the amount of theory being taught in translator education below.

[300] Responses on the research tasks of the lecturers showed that they were not all employed for research purposes. Their research statuses were only requested to see if their research fields are directly linked to practical translating procedures and their teaching tasks. In relation to this, responses also showed that their employment conditions were different. Some had full positions, while others were temporary staff.

it took the subject to feel thoroughly knowledgeable and confident in the field. It was however not clear whether the subject specifically began teaching as a translator after 10 years of translating experience in the industry. Considering the fact that some teaching assistants (both with and without qualifications in TS) are employed right after graduation or after only a few years of freelance experience - as shown in the profile of two subjects, who have only had between 1-5 years of experience - it is uncertain that this is practicable. From the profile of the educators, translating experience even as a student freelancer counted. There were also those who also did not have any experience in the industry, but only worked as educators. It is however clear that preparing students for the industry requires that trainers are conversant with the demands in the market and the pressures that may be faced, so that they can adequately prepare students. A trainer without translating experience may therefore only be able to teach theoretical lessons, devoid of practical and professional orientation. In effect, the least year(s) of experience (i.e. 1-2 years) suggested in the study seemed more feasible.

Basic translation skills as listed and discussed in chapter 3 are expected to have been well developed by translator trainers. In addition to these basic skills, the pedagogical skills are also key for higher institution educators. One remark in the study among the educators was the difficulty of employing qualified translators with further qualifications in specialised fields and experience in professional translation. The possibility of team teaching (see section 4.3.1.2) is also seen as an ideal rather than a reality due to economic problems. Therefore a specialist translator who has been schooled in TS is considered to be more able to handle translation than a bilingual with expertise in specialised fields. This is because the specialised translator can compensate for their lack of specialised field knowledge by means of research and practice (where possible). This perspective, alongside others already described in section 4.3.1.2, suggests, therefore, that where the ideal is not attainable for justifiable reasons, compensation can be sought. This is especially in terms of translation competence and professionalism on the part of lateral entrants in TS. Deducing from the details supplied by the interviewed educators, receiving further education and/or qualifications in the required field conforms to best practice, such as the case of one of the educators whose only translation qualification is the state's examination for translators. As suggested and seen in the profile of another interviewee, work experience of the translator (possibly not only as a translator) in the natural environment of the TL counts and may certify his or her linguistic and cultural experience. As shown in these profiles, the work experience in these cases did not necessarily have to be in translation. However, the ideal that translation teachers must be flawless bilinguals seems to be an unachievable aspiration as balanced bilingualism is rare (see chapter 2, section 2.3.3). Lateral entrants need to become informed in their new area of specialisation

and gather experience through professional practice. By means of their professional practice, they would be in constant contact with the job market and would be able to apply the knowledge acquired in teaching.

The larger percentage of the educators mentioned that the curricula met the requirements of standard practice. One can argue that their response shows their satisfaction to a large extent. There were, however, those who were dissatisfied with the curricula. Some of the issues discussed exposed areas needing improvement in the curricula, and thus confirmed some of the problem areas mentioned by students who were surveyed. As shown in Table 26 (section 4.3.1.3), areas needing attention have been classified into five major categories, namely: curriculum, teaching materials, staff and class size, practical orientation and media. When compared with the results from the student survey (section 4.2.1 and 4.2.2), aspects which were not included by students were those related to teaching materials, and suggestions on necessary aspects for the syllabuses. For instance, the viewpoint on teaching students about TS research and accentuating interdisciplinary courses in terms of IT and TS, so that markup languages and software localisation can be taught to students as preparation for the translation market. Since software localisation, for instance, is already a known specialist field in the translation industry, incorporating it alongside others needs in TS curricula would give an additional professional skill to students.

Likewise, the findings on SAP demonstrate that not all the lecturers undertook the programme during their own studies. Apart from this, not all the interviewed subjects considered the programme as necessary for developing translation skills. Some of the lecturers were able to point out that the translation competence of students had not improved after they had stayed abroad, although the FL competence had significantly improved. In essence, the SAP is significant for FL education and does not directly influence the translation competence. However, that such a programme exists points out the significance of continued language and culture-related lessons for students of translation.

There were a few opinions that too much theory was being taught. One educator posits that theories should be taught after practicals, since they do not describe the reality. This is contradicted by another view that theoretical knowledge is acquired through learning and self-experience. This opinion thus emphasises the synthesis of theory and practicals. With a goal to integrate theory with practical translation in TS, the latter suggestion is one possibility that may be pursued in translation curricula.

Recommendations for the areas needing improvement in the degree curricula from the educators' perspectives were based on the individual institution's curricula. While the overviews and presentation of results may serve as a tool for improving the curricula in

translator education, further discussions concerning the recommendations will highlight aspects of the results that can be useful for VOTT within GS. The following are deductions made from the educators' recommendations for the university education of translators in Germany.

- The common subject fields in the curricula of the universities mentioned here are: technology, law and business. Further possible areas could be politics, AVT translation for physically-impaired people, an integrated course on IT and TS, software localisation and intensified language courses (where needed).
- In view of the remark about the complexity of the ST (German) under the category 'teaching materials', the suggestion to reduce the complexities in the texts can be taught to students, rather than being done by the instructor. This will prepare students to confront such texts in their future professional work. Moreover, it is clear that where there are varieties of either the SL or the TL (such as in the case of the English language), and they should be considered in the translation curricula. Also, a variety of text genres are needed in teaching.
- Evidently, qualified personnel (with relevant academic qualifications, expertise, language proficiencies, intercultural competence and experience) are required for teaching translation. Of more significance, however, is the goal of efficient teaching, for which the class size has to be suitable, considering the activities (i.e. classroom interaction and tasks) which should be included in practical translating sessions.
- In practical terms, professional orientation is necessary in translator education; not only in terms of the act of translation (i.e. the procedures or steps), but also in terms of the management of a translation enterprise and current translation practices in the marketplace (for instance, translation projects). Theories are to be an explicit part of practical translation sessions, so that the relationship between the two can be made apparent. Where possible, undergoing professional internships (in order to develop translation competence) outmatches SAP (which enhances the development of language and cultural competencies).
- The possibility of practical and contemporary translation teaching is dependent on the availability of PCs with relevant CAT-tools, which then has to be used consistently throughout the study period.

Section 4.3.3 explores the limitations and implications of this study.

4.3.3 Limitations of the study

First, there was no funding for this research project. This therefore curtailed the choice of traditional face-to-face interviews for use in four out of the six universities, where the interview subjects were sought. Considering the fact that the research work has been largely self-sponsored, the telephone interview was chosen as a thrifty option, since it would not involve travelling to the other different universities to conduct face-to-face interviews. A constant problem, however, was that the call reception was poor at different points in time, such that the call quality was affected. Apart from the fact that calls had to be repeated due to technical interruptions, interviewees also complained about echoes. The handwritten notes taken was however useful for accessing some of the information in the recordings with low quality.

As mentioned in section 4.3, the survey was carried out within a period of three years. Lecturers at the different universities listed above were contacted. Contacting lecturers at the Univ. Leipzig and the CUAS for the interview was not as challenging as it was with lecturers at the four other universities. In the course of introducing the purpose of the intended interviews to subjects at the other four universities, some of the lecturers from the other universities stated that their work did not relate to translation pedagogy and that they therefore would not grant the request for an interview with them. Efforts were made to explain more about the goals of the survey to those who felt they could not be involved. Some of them insisted that they were not the right person to give any information on translation teaching, even after they were informed that the interview was meant for anyone teaching translation at the various universities.[301] Others wanted to have a copy of the list of questions sent to them, before agreeing to give an appointment for the interview. There were also those who did not respond to the initial contact email or to the reminders. Two of the persons contacted however made reference to other teaching staff members, in their institutes at the Univ. Mainz, whose research focuses included translation pedagogy. These people were contacted and the telephone interviews took place. Some other contacts stated that they were too busy and could not be a subject in the study. This problem of reluctance and refusal on the part of some educators in other universities (apart from the CUAS and the Univ. Leipzig) led to an

[301] Some of these individuals mentioned that they were on leave, or that they do not teach.

extension of the period scheduled for gathering the data and also prevented the gathering of more data.

Another limitation to this study is that there were no audio recordings for some of the interviews. Some subjects did not agree with having the conversation recorded. In addition, there were no audio recordings of interviews with those subjects, who preferred to complete a questionnaire. Therefore, the evaluation of the data from these two groups of subjects were solely based on the interview notes and filled interview questionnaire respectively. For interviews conducted with both audio and written recordings, the details could be compared to ascertain that no detail was omitted.

4.4 Translation practice in the German industry: A study among translators

This section discusses the results of the survey of translation practice in the industry carried out between 2011 and 2013 in Germany. The goal of this study was to examine the procedures for translation from the viewpoint of the practitioners and relate them to their translation experiences in education. This will make it possible to deduce key aspects that could be included in translator education based on the perspectives of the practitioners. Secondly, the results will be juxtaposed with perspectives from translator education in previous sections of this chapter. In a similar way to the survey among university teachers, there were two versions of the survey. This was due to a revision of the interview questions in the course of the research interviews. Section 4.4.1 provides further details of the study.

4.4.1 The study

Fifty-two translators were interviewed altogether. The first version of the interview questions was used for interviewing the larger number of the research subjects (45), while the revised survey was used for seven subjects.[302] Similar to the interview conducted with translation teachers, the interviews were conducted both face-to-face and on the telephone.

[302] These subjects preferred that the questions be sent to them. Hence, they filled out a questionnaire, rather than have an interview. This is similar to the case with some translator educators, as noted in section 4.3.

However, 10 among the contacted respondents preferred to fill a questionnaire, therefore the interview questions were sent to them.[303] The contact details of the selected translators were extracted from internet searches as well as from the websites of the Federal Association of Interpreters and Translators (BDÜ: Bundesverband der Dolmetscher und Übersetzer e. V.) in North Rhine-Westphalia and in Saxony, Germany. In section 4.4.1, outcomes of the study are presented.

4.4.1.1 Interviewees' profile

As was the case with the other surveys reported previously in this chapter, the demographic details of interviewees were requested. The language-related details are: L1, L2, FL, place of work, qualification(s), official status as translators as well as a request for details on their professional background.[304] As expected, most of the interviewees are native German translators, followed by the second-largest group, who are native English speakers. Further, the results also show that only 17% (9) of the interviewees had an L2. Altogether, there were seven languages spoken fluently (as a native language) by the subjects, five second languages, while there were 13 FLs. The subjects are also proficient in different language combinations.[305] Table 26 depicts this, alongside the number of subjects using the languages.[306]

[303] Three among the subjects interviewed with the original version of the interview questions also filled out questionnaires. One mentioned right from the beginning that a questionnaire was preferred. Another subject could not grant an interview due to busy schedules. The last subject in this group granted an interview, but the call reception was very poor during the two different attempts made. Therefore, the decision to fill a questionnaire was unanimously made.

[304] The question on the professional background of the translators was no longer included as part the preliminary questions in the revised questionnaire. It became a part of the main body of the questionnaire. See appendix 7.

[305] See appendix 7 for the language combinations.

[306] It is important to point out here, that two interviewees mentioned English and German as their L2 and L3. These two were part of those who chose not to have an interview, as all of those involved in interviews were furthers asked (for the purpose of clarity) if they had been raised as bilinguals.

S/No	ISO Codes	No. Of L1 Users	No. Of L2 Users	No. Of L3 Users
1	ar	-	-	1
2	ca	-	-	1
3	cs	1	-	-
4	de	36	3	7
5	el	-	-	1
6	en	9	3	13
7	es	1	1	8
8	fr	2	1	7
9	gl	-	-	1
10	hr	-	1	-
11	it	-	-	3
12	pl	2	-	1
13	pt	1	-	1
14	ru	-	-	4
15	sk	-	-	1

Table 26: Interviewees' language profile

The next question focused on the job status of respondents.[307] In the response, most of the interviewees mentioned that they are freelance translators, although a few stated that they had other workplaces.[308] The statistical representation of this is shown in Table 27.

Job Status	No. Of Interviewees	Places of Work
Employed	4	-Deutsches Telekom/Freelance -Financial Reporting Experts -Kern AG -Pieloth Dolmetschen + Übersetzen -Rheinschrift GBR - Köln -Sprachbüro, Leipzig -Ende & Hentschel Sprachdienstleistungen GbR
Freelancer	43	
Employed/ Freelancing	1	
Entrepreneur/ Freelancer	4	

Table 27: Interviewees' workplaces

In addition, interviewees were requested to give information about their qualifications and training. Similar to the profile of subjects discussed in section 4.3, there were several groupings of qualifications in the profile of the subjects, as reflected in Fig. 26 and Table 28.

In the opinion of one interviewee, the qualification details were online and should be sought. When sought, the information was not found on the internet as mentioned by the

[307] The purpose of this question was to identify the typical firms in the industry, where translators are needed.
[308] One subject worked at the Univ. Bamberg as a lecturer and as a freelance translator, while another worked at a company named 'Financial Reporting Experts'. The former however selected the option 'employed', while the latter chose the option 'Freelancer'. Four interviewees mentioned their freelance work as well as the ownership of an agency. These are tagged 'Entrepreneur/Freelancer' in Table 27.

nterviewee.[309] Also, two of the interviewees merely mentioned the degree titles, without specifying their fields of study.[310]

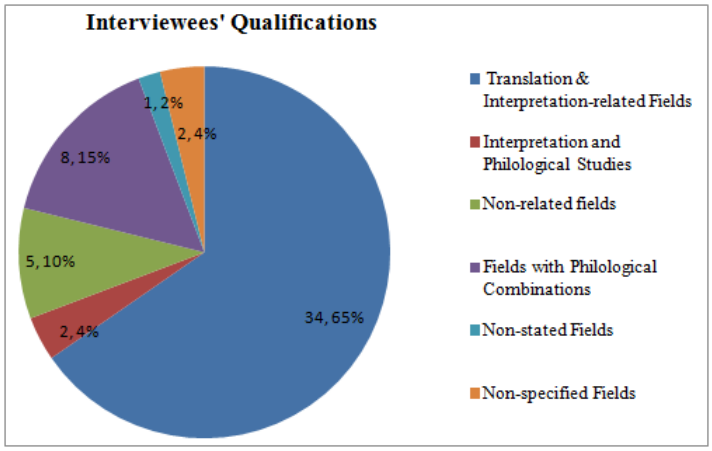


Fig. 26: Overview of interviewees' qualifications

[309] See appendix 7 for details on the individual qualifications. This is one of the situations similar to those experienced during telephone interviews with educators, where subjects seemingly were not well disposed to give information or where it seemed they were in a hurry or reluctant to give a telephone interview for such academic research purposes. The seemingly unfriendly responses of the concerned subjects was a deterrent that prevented a request for further discussions on unclear responses.

[310] In the course of transcribing the audio recording, it was seen that many other things were said by these subjects in answering the question on their qualifications, which does not necessarily fit in with the specific question, but was vital information for other questions. Thus, further probing to make them specify their fields of qualification was unintentionally left out in a bid to record notes in the appropriate sections of the question printouts. This is considered a problem for the study, especially considering the difficulty of getting back to the subjects to ask them further information.

Qualification Categories	Qualifications	No. of Interviewees
Translation and Interpretation-related Fields	Diploma (Conference) Interpreting	9
	Diploma Translation	10
	Diploma(s) Translation/Interpreting	5
	Diploma Translation FH	7
	M. A. Translation FH	2
	M. A. Translation/Interpretation, Scottland	1
Interpretation and Philological Studies	M. A. Interpreting, B. A. French/German, England	1
	M. A. Interpreting, B. A. Romance - /German Studies (in English)	1
Translation and Interpretation-related Fields	Diploma (Conference) Interpreting	9
	Diploma Translation	10
	Diploma(s) Translation/Interpreting	5
	Diploma Translation FH	7
Translation and Interpretation-related Fields	M. A. Translation FH	2
	M. A. Translation/Interpretation, Scottland	1
Interpretation and Philological Studies	M. A. Interpreting, B. A. French/German, England	1
	M. A. Interpreting, B. A. Romance - /German Studies (in English)	1
Fields with Philological Combinations	2 Degrees: Slavistic-Anglophone Studies, Bohemistic studies	1
	B. A. German/IT, M. A. Anglophone Studies	1
	Degree: Language and Literature, Ph.D Literary Studies	1
	German Studies/Teacher training/Philosophy/Phd Literary studies	1
	M. A. Classical Philology, Ph.D Modern Philology	1
	Russian Language/Literary Studies/History	1
	Trained FL correspondent	1
	Business Administration, Pedagogy, Languages	1
Non-related fields	B. A. Business, Chartered Accountant	1
	Engineering: Machine construction	1
	LL.M - Masters in Law	1
	M. A. History Germany	1
	Ph.D Law	1
Not specified	Diploma	1
	Not stated	1
	Translator for English	1

Table 28: Interviewees' fields of qualification

Apart from this, interviewees were to indicate if they had been authorised to work as translators.[311] An overview of their responses is illustrated in Fig. 27.

[311] This question was asked to find out if the aurthorisation from the state was significant to the respondents' business operations. In the original survey, the emphasis was on sworn translators. During the interview phase, an interviewee from North Rhine-Westphalia pointed out that in the state, translators needed to be sworn ('beeidigt') in order to issue certified translation. While interviewing another translator in Saxony, the term 'sworn' - used in the survey - was refuted by an interviewee. This subject stated that translators are certified (i.e. 'ermächtigt'), while interpreters are sworn in the profession. The experience during the interview with the initial translator on the use of the term was then explained. This scenario illustrates that different procedures are applied in the authorisation of translators in different states in Germany (cf. Schjoldager 2008:117-118). The revised survey reflected this, such that the question was adjusted to be 'sworn or certified?'.

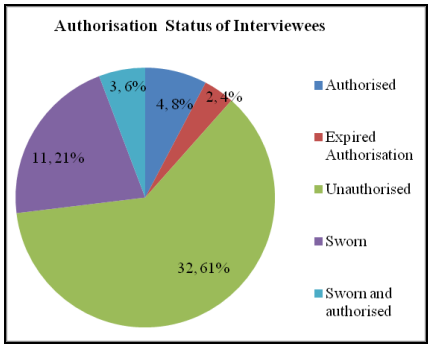


Fig. 27: Interviewees' work statuses

Regarding the language pair(s) in translation (Fig. 28), all except four of the interviewees (7%) worked with all their languages of competence (while four subjects left one of their FLs out). Also, their responses showed the language direction of translations in the market.[312]

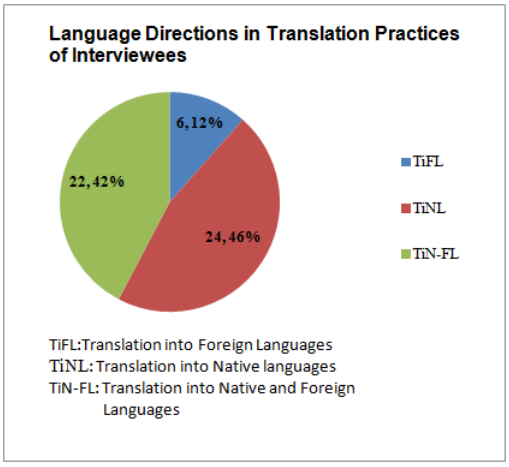


Fig. 28: Language directions in the industry

As a conclusion to the section relating to the language profile, interviewees were requested to describe their translation-related experience and professional background. This particular question was reviewed and simplified in the revised survey. It featured specific questions such as: categories of possible places of work for translators according to their

[312] Translation, for one of the interviewees, was almost always done into an FL.

statuses, job employment situations as well as the length of the period spent working as a translator (see appendix 8). The responses to both survey versions were sorted, compared and then harmonised in terms of the classifications in the revised survey.[313] The interviewees' responses (in Table 29) depicted that many of work in the industry, either as freelance translators, employed translators in a private company or in self-owned translation agencies. Those working in public establishments (such as the German Embassy, Federal Armed Forces, a public notary) were categorised separately. Where unstated, reference was simply made to the information on the job status/place of work of the practitioners.[314]

In addition, the majority of the interviewees have had many years of experience in translation practice, as shown in Fig. 29.[315] The years of experience are interpreted in terms of working experience after graduation from the educational institution, since it was not clearly stated whether the subjects had been practising as students. During the interviews with the newer version of the questions, those who mentioned that they had been working for five years fell within the grouping '1-5 years'. Others who had worked for more than five years were classified in the group '5-10 years'.

No. of categories	Workplace categories	No. of interviewees
1	Public Authorities	1
	Diplomatic Establishment	1
	Industry	38
2	Academics/Industry	2
	Public Authorities/Industry	4
	Industry/International organisations	1
3	Public Authorities/ Industry/ International Organisation	1
	Public Authorities, Industry, NGO(s)	1
4	Public Authorities/ Industry/International Organisation/NGO(s)	2
5	Art Gallery, Authorities, industry, International Organisation, International Political Organisation	1

Table 29: Interviewees' workplace categories

[313] The responses given by the interviewees to the question on their employment situations as freelancers or employed staff are similar to those given to the question on their places of work.
[314] As the question referring to the workplace categorisation was not directly stated in the first survey version, responses relating to this were inferred from the interviewees' narrations in the audio and written records.
[315] Since the question of the years of experience was also not directly asked in the first version of the survey, information were simply extracted from the interview records.

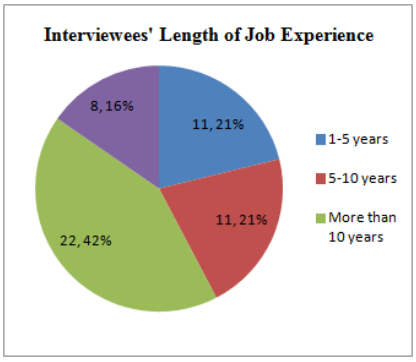


Fig. 29: Interviewees' length of job experience

The following section is a presentation of results on the tendencies in the contemporary translation industry from the perspective of the interviewed practitioners.

4.4.1.2 Contemporary translation practice

Subsequently, the second part of the interview focussed on the tools, phases and tasks involved in translation in the translation industry. This section of the survey explores interview results on the subjects' use (or non-use) of translation tools, the work procedures and the personal evaluations of the previous academic training. First of all, different types of TMS were listed, from which interviewees were to pinpoint those used in their daily operations. A last option was 'other', which was provided to be used for unlisted TMS. The question allowed for multiple selections. The results are presented in Table 30.

TMS mentioned in alphabetic order	No. of Translators
Across	15
Anaphraseus	1
Apsic Xbench	1
Catalyst	1
Déjà Vu	1
Google Translator Toolkit (GTT)	2
Idiom	4
Libridge-Tools[316]	1
Logoport - Lionbridge	2
MemoQ	3
Meta-Text-S	1
Ms-Word	3
Omega T	1
Personal Translator - programm[317]	1
Pootle (Apache-open office)	1
SDL Trados	31
SDL-Trados Workbench	1
SDL-X	2
Transit NXT	3
TSTREAM-XPLANATION	1
Wordfast	7
Xplanation	1

Table 30: CAT-tools used by interviewees

Section 4.4.1.2.1 deals with tools used by the subjects.

4.4.1.2.1 Translation tools

Responses to the question on TMS showed that 13 subjects were not using TMS. Six of them gave reasons for not using TMS, which are summarised below:

- The price of using a TMS is high
- Its worth is dependent on the translation volume
- It is text-type-dependent
- Inapplicability to the language mediation task (mostly interpreting)
- Preference of classical references (specialised dictionaries in hard print)
- Inexactness (fuzzy matches) in the segments on TMS

However, interviewees who indicated their use of TMS were given room to select from all the answer options listed and even supply more information (where applicable). The

[316] After an unsuccessful internet search for Libridge tools, one may imagine that the respondent probably meant 'Lionbridge tools'.
[317] Although this is not a TMS, the respondent listed this Machine Translation software as an answer.

selections and additional information are illustrated in Table 30. In addition, translators also stated their TVS, choosing from a list, with added options for stating unlisted software and multiple selections. Nineteen among them were not utilising any TVS and gave no further reasons for this. Following on from this, the translators were requested to state further tools (additional hardware, software or internet sources) they make use of while translating, which are represented in Table 31.

Termbase	**Additional Tools**		
	Hardware/Books/ Tools/Strategies	**Software/E-books**	**Internet**
Across ApSIC Xbench Concordance Glossaries Google Translator Toolkit Termbase IDIOM Termbase	Discussions: experts/ native speakers Books CD/DVD Dictionaries Computer Personal tools	Abby Fine reader Specialised E-Dictionaries: Technology, Business, Automobiles, Energy E-Dictionaries Fine count Glossaries	juristisch-übersetzer.de Arabdict Architecture Termbases bab.la Babilon British/American websites dict.cc dict.leo[318] Dittel Lorenz (Rechts)[319] Eurolex europa.eu Specialised websites: Law/ Technology Research works Heinzelisse.info (no-de) http://www.ubs.com/de/de.html iate.europa.eu Interactive Terminology for Europe Customer websites Linguee.de /Linguee.com Medical websites online merrian-webster.de OECD Termbases Online picture search for

[318] Note that both 'dict.cc' and dict.leo.org' are online multilingual dictionaries. An instructor hinted during the course of this study that students are warned that these websites may not be reliable.

[319] While searching for this information, the information retrieved showed a different name other than 'Dittel Lorenz'. 'Dagmar Lorenz' was the information found in relation to law.

Termbase	Additional Tools		
	Hardware/Books/ Tools/Strategies	**Software/E-books**	**Internet**
MemoQ-Termbase Multiterm SDLX Termbase TBX Termstar TM 2009 Transit TXT-File - Notepad	Specialised Dictionaries Research works Microphone OCR Scanner Dictionaries	I-Finger Ms Office Ms-Excel Ms-Word Office Bibiliothek (Library) Open Office Pdf reader Trados Concordant Not specified	orientation Online glossaries Online dictionaries Parallel texts pons.de Proz.com Specific websites ubka.uni-karlsruhe.de: Kalsruher virtuellen Kataloge Unterm wikipedia.org, wikipedia.de www.eu-übersetzer.de

Table 31: Further translation tools

4.4.1.2.2 Work procedures

There were two questions under this section. First, interviewees were required to state their field(s) of specialisation, so that typical specialisations in the industry could be ascertained. There was also the possibility of multiple selection of options for this question as well as an option to give areas of expertise that were unlisted. The options 'law', 'business (economics)', 'technology', 'medicine' and 'general translation' were given. An additional option 'other' was also available for use, if further fields are added by the subjects. The most common subject fields were: law, business (business) and general translation. There were also several text type specifications categorised under these fields as shown in Table 32.

Secondly, interviewees were requested to describe their work steps during translation in their order of occurrence, indicating all major and sub-procedures. Pre-given work steps which were subject to modifications by the interviewees, were: 'research, pre-translation on the computer, translation, correction, finishing'. These were only given to guide interviewees in answering the question; further steps and description could be added by the subjects. Since the steps were diverse, all responses were listed, so as to allow for a tabular presentation. In response to the pre-given work steps, a translator referred to it as "gemütliches Übersetzen" ('comfy translation'), stating that translators only follow that pattern when they are well paid.[320] Another subject hinted that when a direct client sends an order, there is always an

[320] See appendix 8, 'Arbeitsablauf', C16.

estimated budget of approximately 10% more than the real price, because one does not really know how much time the translation would take. This subject hinted that, if the subject field of the translation brief is familiar, there would be no need for in-depth research. One of the subjects using CAT-tools stated that global reading (within at most 15 minutes) helps to determine whether the text could be translated or has to be referred (weiterleitet) to someone else. For the referral to take place, the subject says, it is important to keep in contact with people working with different language combinations in translation for future collaborations (see appendix 8). A translator hinted that the deadline for delivering the translation is discussed first prior to the discussion on price.[321]

[321] In the subject's own words, the following take place during translation: „ Discussion with the client about the deadline, fees, documentation – material, [...] Translation and research take place in parallel (discontinuous translation: Realisations during further translations and research lead to changes further up in the text). In the case of press releases, creativity is required; therefore I take a break, leave the text for a while (go strolling, eating […] Additional task: In the case of a faulty ST, I put remarks on the specific location in the text for the client, especially texts that are for publications." (Translated, see appendix 8, 'Arbeitsablauf', C50).

Commerce	Culture	General Translation	Journalism	Law	Varieties	Politics	Technology
Advertising: -Advertising (5) -Film (1) -Food industry (1) Market research (1) Marketing (7) Business (27)	Culture (2) Arts (2) Audio tours in museums (2) Exhibition catalogues Films (3) Music & Arts (1) Script (1) Theatre (1)	General (22) Certificates (8) Credentials (3) Driving licenses (2) Essays (1) Letters (1) Administration (staff) (1)	Media (1) Press Releases (2)	Law (29) Contracts/ agreements (7) Employment contract (1) Nuptial agreements (1) Purchase agreements (1)	Tourism (3) Academics (1) Church & Theology (1) Insurance (3) Literature (3) Menu (1) Occupational Safety (1) Online courses On-the-job-safety measures (1) Penalty & correction Project management (1) Religion (1) Social media (1) Song lyrics (1)	Develop-ment cooperation (1) Environmental protection (1) Politics (5) Social welfare(1)	Technology (28) Automobile industry (2) Computer games (1) Construction (1) Design (1) Energy (2) Help-Text-IT (1) Instruction manuals (3) IT (4) Learning software (1) Localisation (2) Machine construction (1) Medical Technology (13) Software (4) Software localisation (1) Telecommunication (3)

Table 32: Interviewees' fields of job specialisation

Another subject who only does occasional research stated that payments for translated works are received after 30 days. According to a subject, corrections may be done twice, if the client makes a generous payment.[322] For this subject, research begins (immediately after receiving an order request) with finding out the scope of the research required to accomplish a translation. This is done by means of the TMS system (subject 41).[323]

However, it is important to note that Table 33 is a collection of the step-by-step procedures taken by all the interviewees under each of the listed option. The options given to guide the subjects were: 'research, pre-translation[324], translation, correction, finalise' and the open-ended option 'other'.[325] Table 33 shows a compilation of the work routines of the 52 translators who were involved in the study. The common areas were combined, while differences were separately listed to reveal the possibilities available.

As shown in Table 33, there are differences in some aspects of the work procedures of translators with direct clients and those who receive translation briefs from translation agencies. Further differences are seen during analysis and translation, especially in terms of the use or non-use of CAT-tools. The correction phase shows the different possibilities, which include self-correction by the translator or correction by an editor, client or the agency. Some of the subjects also provided reasons for consulting editors. The end of the work procedure is marked by the delivery of the finished translation to the client or agency, followed by

[322] One other opinion that supports this view on payment-based corrections (subject 43) was that the agencies' payments are determined by the text genre, while for direct clients, word counts are used.

[323] According to the subject, "research has different durations and begins when something is not understood" (translated).

[324] Under the columns 'Pre-Translation processing/analysis', and 'Tasks without CAT-tools', 'thorough reading' was mentioned by some translators.

[325] An interviewee's explanations shed more light on the typical work procedures. According to the subject, translators get half of their orders from translation agencies, which they either accept or reject, depending on the maximum amount to be paid. The conditions for payment to the translator vary in different translation agencies. After the acceptance on the part of the translator, the translation agency sends a confirmation of the order to confirm its assignment to the specific translator. The translator in question here explained that CAT-tools are used by a translation agency (the project management) for the analysis, and the analysis is often sent alongside the ST by the translation agency. This translator however noted that it is better for a translator to carry out the analysis by himself/herself for control reasons. Moreover, the translator also hinted that research takes place after the translation is completed. Doubts are cleared. If the order comes directly from a client, the subject classified the process as similar to 'Chinese whispers' ('Stille Post'), where clearing doubts is difficult. Responses from the client are then processed and the product is delivered to the client (see appendix 8, 'Arbeitsablauf', C14).

remuneration for the services rendered. Section 4.4.1.2.3 discusses the subjects' evaluations of their academic training and translation practice.

Project management	**Negotiations on translating for agencies and clients**		**Research**	**Pre-translation processing/ analysis**		**Translation**	**Editing**	**Finishing**
Tasks	**Agencies**	**Clients**	**Tasks**	**CAT-tools**	**No CAT-tools**	**Tasks**	**Tasks**	**Tasks**
Prepare: print order Search for a special briefing (in the order) from clients regarding the tools (TM, glossaries, style guides). Distribute translation tasks to translators. Consult translator once more for corrections, if required.	Receive order from agency Receive order sheet with analysed words project manager, new and/or old words. Check preconditions in the translation brief. Accept translation assignment Receive confirmation of assignment from agency Measure duration.	Orders via phone calls/ E-mails. Translation briefs from clients are accepted. Decide: individual/ collaborative work, or a referral? Determine deadline before fixing price. Determine price. Get confirmation on client's agreement with price. Plan time	Pre-confirmation research Do research, if the client/ theme is new. Do research on a problematic theme. If there's time, do research, otherwise, return the order. Vocabulary search Search websites for orientation on company and products Notify client of faults in ST, especially publications	Global Reading Reading Pre-translation analysis/ processing Search for parallel texts. Select/gather /organise CAT-tools. Retrieve references/ data, choose TM/ term bases Excerpt translation strategies Adapt peculiarities in ST to TT culture	Thorough Reading Select/gather/ organise reference materials. Search references Research and note. Pre-process with MS-Word macros.	Sentence by sentence Simultaneous reading/ translation due to time pressure. Simultaneous research/ translation, if the order is voluminous. Create glossary (no use of CAT-tools). Time out Measure time used.	Spell-check, proofread: 1. Work on a printout for certainty. 2. Use Voice reader & Duden Plus Corrector 3. Use editing tool 4. Compare ST with ZT, if TL is FL. Spell-check /proofread and send to editor. Send to editor, if: 1. job is to be published. 2. There is time pressure or stress. 3. If the case is difficult. Seek explanations on difficult areas/ ask for parallel texts (direct client). Editing is done by client/ contact person.	Reject or discuss changes. Effect corrections. Make the final changes. Update TM. Inform project manager about the finished translation. Deliver translation to client personally or by post. Send invoice. Get payment

Table 33: Overview of working procedures of interviewed translators

4.4.1.2.3 Evaluation of academic training and professional practice

In the initial version of the study, the first question under this section requested the translators to compare the theoretical and practical training they had in the course of their education with their experiences in the industry. They were to state the extent to which the practice in the industry corroborates the theories in TS. In the next question, the subjects were required to give an overall rating of the preparation they had during their education as translators. In contrast to the original survey, possible areas in which the professional translator education could have benefitted the interviewees were given in the revised survey. An open-ended option 'other' was also provided. Likewise, subjects were required to give an overall rating by choosing from a pre-given rating scale of one to six, whereby 1=Excellent, 2=Very good, 3=Good, 4=Satisfactory, 5=Sufficient, 6=Insufficient.

Some of the translators who did not have a professional education found it difficult to answer these two questions. Where responses from these translators were incoherent, they were simply omitted during the analysis.[326] Some philologists and those with qualifications for FL-related job could however answer the questions to some extent. Their responses were included on account of their previous language-related training (that must have included some type of translation at one point or the other), and experience in the industry. In responding to the first question, some translators simply gave an overall rating of the whole educational programme they undertook with expressions such as 'very good, perfect'. Additional comments on the positive and negative aspects of the curricula were then made. Other translators did not give specific ratings, but commented on the beneficial and/or problematic features of the curricula. The evaluations of the results of the two versions of the interviews were collated separately. Altogether, the subjects' responses are grouped and presented in Table 34.

The first and the second columns in Table 34 represent opinions on translator education from both the educational and the industrial standpoints respectively. The third column shows

[326] There were mainly five subjects with such responses. They acquired their qualifications in law (PhD), law (LL.M), Literature (PhD), Anglophone studies (M. A.) and in Machine Construction (Engineering). Their responses were either that the questions were not applicable to them or that the questions were difficult to answer.

the problems identified by the subjects in relation to their translation education. In the last two columns, the overall ratings of the subjects from both survey versions are provided.[327] In discussing the helpful areas, one subject stated that theoretical questions sometimes arise on terminology, evaluation and TA. TA was however referred to as 'irrelevant' by several subjects, (see column 3 for the shortfalls) who reiterated the fact that TA as experienced by those in the industry does not always correspond to both the theory and practice of TA in translator education. In other words, there are differences between the TA-procedures in translator education and the TA-procedures experienced by respondents in the translation industry. Nonetheless, some of the subject fields in the curricula were mentioned as being helpful in professional practice. In addition to the options given in the revised version of the interview questions, one subject's additional response was 'an overall understanding of LSP'.

In discussing the information about the job market taught in the translator education, a subject explained that the translator education received did not equip students with sufficient skills and that survival (and success) in the labour market is difficult. The subject states:

> Die Übersetzerausbildung [...] einerseits gut, andrerseits schlecht. Das Überleben am Markt ist schlecht[...] So wie ein kaltes Meer. Ich bin nicht 100% zufrieden mit der Ausbildung, es wäre besser mit was hängt mit dem Übersetzen zusammen [...] Kundenakquise [...]
> (Appendix 8, 'Ausbildung hilft', D39)

[327] Only significant aspects of the subjects' responses will be further discussed for clarity.

Comments			Overall Ratings/Frequency	
Helpful Areas in Translator education (Original Survey)	**Aspects in which Translator education has helped in the industry (Revised Survey)**	**Shortfalls in Translator Education**	**Original Survey**	**Revised Survey**
Translation Theories: 1.Give an awareness of translation 2. Influence quality 3. Helpful for making and justifying decisions 4. Theoretical aspects that feature in the industry include: - Terminology - Evaluation - TA **Tools** 1. CAT-tools 2. Affordable CAT-tools for students (Across) Subject Fields**:** 1. Credential translation 2. Law 3. Machine construction 4. Technology Research for translation purposes Academic certificate - significant for winning clients. Not applicable	1. TA 2. Choice of translation strategies 3. Communication with clients: - Purpose - Quality - Payment 4. Routines in Translation production 5. Handling time pressure 6. Choice of efficient translation tools 7. Identification of typograpgical errors 8. Overall understanding of LSP	Too many/Irrelevant theories: 1. Linguistics 2. Skopos theory 3. Text genre theory 4.TA Missing/insufficient job market orientation: 1. Language direction: often more FL than L1 2. Office organisation 3. Winning clients 4. Time management:: - Illusion about time availability and exactness in details -Time pressure in exam not the same with time pressure in the market. 5. TA 6. Text genre: Newspapers Missing subject fields: 1. Business (Economics) 2. Literary translation Classroom practices: translating from loose pages Only general preparations for the job market.	Improving (2) Insufficient Practical training (3) Missing elements (11) Not applicable (5) Needing improvement (1) Not sufficiently trained (6) Not stated (1) Sufficient (2) Too many theories (1) Very good/could improve (1) Trained sufficiently (1) One could cope due to the training (1)	Excellent (1) Very good (1) Good (5) Insufficient (1)

Table 34: Interviewees' evaluation of professional translator education

On the issue of customer acquisition, another subject complained about the difficulty associated with it, pointing out the assistance rendered by a colleague in getting the first client. The subject states: "In der Ausbildung gab es wenige Praxis. Mein erster Auftrag habe ich durch meine Kollegin gekriegt. Ich könnte selber danach schreiben und werben danach" (ibid., D27). In addition, individual subjects mentioned the problem of time management as an undeveloped skill while undergoing training. With respect to the question of time in

translator education and in the industry, a subject reiterates their incomparability, stating "Der Grundstock ist da, aber der Praxisschock ist immer da. Zeitdruck in der Praxis gleicht nicht bei Klausur. Die Ausbildung könnte mehr praxisorientiert sein" (ibid., D3).[328] Furthermore, another complaint was the lack of market orientation with regard to the more frequent language direction. Another subject stated:

> [...] nicht unbedingt vorbereitet, der Markt ist anders - viel Fremdsprache (z. B. Englisch) gebraucht. Wie man die Erkenntnisse aus der Ausbildung einsetzt, ist nicht genug, Dolmetschstudium - war sehr gut. Ich hätte mehr über die Einsetzung von Übersetzungskenntnis in die Praxis gewünscht.
> (ibid., D33)

In other words, the subject felt unprepared, having expected to get translation orders with the demand for the L1. On the contrary, there have been more demands for translations into a FL. In addition, some other factors considered as a deficiency in the translator training were the unavailable subject fields and classroom situations, whereby loose sheets of papers with the ST are handed out to students.[329]

Moreover, one subject, who studied FL correspondence, explained that it was possible to cope with translation work with what was learnt at the language school. This subject stated:

> [...]Man ist mit der Arbeit zurecht ´gekommen, mit dem was in der Sprachschule gelernt wurde. Die Hauptaufgabe war Korrespondenz zu schreiben, technische Sache wurden vertieft, z.b englische Terminologie zu deutschen Begriffen. Da wurde richtig übersetzt und nicht lediglich Briefe erstellt.
> (ibid., D10)

Likewise, the subject, whose evaluation was represented as 'trained sufficiently' stated "Die eigentliche Ausbildung als Übersetzer erfolgte autodidaktisch "on the job" '(ibid., D46). Translator education is thus classified as ‘on the job’ training. In conclusion, two subjects who did not have a qualification in translation-related studies gave ratings considered here noteworthy. The first who holds a bachelor's degree in Economics and the other, a qualification in Accounting, gave an overall rating of '1'. Another subject, whose field of

[328] The subject was one of the two who had earlier on taken a Diploma degree in Translation at the CUAS and had been practising for more than nine years both as an employed and freelance translator before starting a Master's degree in Specialised Translation at the same institution.
[329] These two translators, who commented on the missing fields, graduated from the Univ. Leipzig, while the one who mentioned translation from loose sheets graduated from the CUAS and works in Cologne.

study was Russian Language and Literary History, rated the training received as '6'. These results will be discussed in section 4.4.2.

4.4.2 Discussion of results

As shown in Fig. 26, the qualification profiles of the practising translators that were interviewed also varied, similar to those of the university lecturers. There were different constellations of subject fields. A majority of the subjects possess qualifications in TS and language and interpretation studies. Likewise, there were those whose fields of qualification are neither linguistic nor translation-related, and those who did not specify their subject fields or state their degrees. Considering the results on the language profiles of the subjects shown in Table 26, it is apparent that linguists, philologists, and polyglots with academic qualifications in other fields also practice translation in the German industry alongside those academically trained in TS. Similar to the findings from the study on translator educators (section 4.3), many subjects translate into their L1, L2 (where applicable) and FL. Since the contact information for many was found through internet searches, especially on the website of the Federal Association of Interpreters and Translators (BDÜ), it is clear that they have possibly met certain professional requirements of the association. This is further confirmed by the fact that a large percentage (61%) (see Fig. 27, section 4.4.1.1) were not authorised (i.e. sworn or certified) but could still publicly register as translators.

Furthermore, by comparing the language profiles of the translators as well as the language pairs with which they work in the industry, the results show that a larger percentage of those interviewed (54%) translate into FL. This not only agrees with the findings from the survey with students (section 4.2) and the study with lecturers (section 4.3.1.1) on the language directions in professional practice, but also reflects the trends that have remained in the translation market over the years (cf. Schmitt 1990: 101).

Moreover, the information gathered about the subjects' places of work and work experience suggests the following: There are more (authorised and non-authorised) translators who work as freelancers than those who are employed in establishments and/or those who become entrepreneurs. With regard to the years of work experience, there were subjects with experience of 5-10 years and more than 10 years. This means that their work procedures,

routines and strategies would certainly reflect common 'stable' practices in the industry, especially since many subjects fall into the group with more than 10 years of experience within the sample. Nonetheless, this might also mean that the trained translators[330] within this larger group are less conversant with new specialist areas and with new technological developments that aid translation. However, if these translators constantly update their knowledge and skills, then they may well be conversant with more recent tools like the group of trained translators within 1-5 and 5-10 years of experience.[331] This is because the translators within the two latter classifications graduated in more recent times from a university system with regularly updated and re-accredited curricula that includes new directions in translation research and practice.

In addition, as presented in section 4.4.1.2.1, the majority of the subjects combine a variety of tools (see Tables 30 and 31). Tools with greater frequencies of use show the common tools while those that are not commonly used are nonetheless significantly effective for the translators, who mentioned them. Apart from the tools listed as options in the interview questions, (i.e. tools commonly mentioned in the TS curricula at the two universities), several other ones were mentioned by the interviewees. However, regardless of the advantages of the use of TMS, some of the interviewed translators still preferred to use other non-computer-based tools, based on the reasons highlighted in section 4.4.1.2.1. The findings also show that, in spite of the training on the use of certain tools, the market demands and a translator's own preference determine which tools are used in the industry.

Subsequently, in comparison to field specialisations in translator education as observed in section 4.1, the findings from the interviews with translators (Table 32 section 4.4.1.2.2) revealed some areas which were not found in the translation curricula of the two universities where observation was carried out. These subject areas include: culture (audio tours in museums, exhibition catalogues), general translation (credentials, licences), literature and

[330] Career changers certainly need to get familiar with the procedures in their new profession and would need to keep being up to date. Therefore, they are not being referred to at this point.

[331] In the findings, six among those who have had job experience for more than 10 years do not make use of any TMS and/or TVS. This however is not to claim that they do not know about such tools, especially considering the fact that some were trained in more recent times (having 1-5 and then 5-10 years of experience) who still don't use these same tools (i.e. TMS and/or TVS).

politics.[332] Considering the results from the students' survey on the incorporation of more subject fields (section 4.2.1.4) and the perspectives of the educators on the same issue (section 4.3.1.3), the findings from the translators presents further areas of field specialisations, which may be included in the curricula. Work routines of translators, as shown in section 4.4.1.2.2 above, are an overview of the tasks mentioned by the interviewees. These cover a range of activities, from those of a project manager to those of translators, editors and clients. Some parts of the work procedures found in the interviews with translators were mentioned by educators in the form of short input in the observed practical translation sessions. Considering students' and educators' viewpoints on job market orientation, a comparison of work procedures in the market with those discussed in translation theories (translation phases) could provide students with a vast amount of balanced knowledge (cf. Toury 2010: 155-172).[333]

Finally, the educational profile of subjects influenced personal evaluations of the applicability of theories in translator education to translation practices in the industry and the rating of the whole training. The evaluations given by each translator is therefore closely related to his/her educational background and/or 'Out-of-Class experience'. Core issues rated as helpful in the discourse were some theories, tools, subject fields, research competence and certification. A striking feature in the findings is that only a fraction of the translators considered theories as helpful, while others considered them not useful. Theories on TA, terminology, translation strategies and evaluation were considered useful for the industrial practice of translation. Nonetheless, TA was also considered irrelevant and mentioned as one area in which the university education of translators does not provide sufficient market orientation. As shown in the translating procedures of the interviewees, the translation processes in TS and the fact that TA often takes place simultaneously with translation. It is therefore understandable that some consider the theories about TA irrelevant, because step-by-step orientation samples (models) were not applicable. With regard to further translation theories, although a few theories were mentioned, many of the subjects simply posit that the

[332] These selections are randomly made from the above-named table. Certainly, universities with TS make selections of text genres differently, considering the fact that there are also criteria for selecting ST (cf. Schmitt 1987).

[333] Toury (ibid.) in discussing the myths in TS, pointed out that not all translators necessarily read the ST before translating.

theories altogether were unnecessary and that many were not being used. While this may be accepted as a reality because clients or an agency giving translation orders do not typically discuss theories to be used for a particular purpose,[334] the results do show that some of the theories learnt help the translator to become more aware of the work processes, so that the product can be of a high quality.

The responses from the study (with revised questions) show that several key areas in TS, which are used by subjects in their translating practices (for instance, translation strategies) are considered useful theoretical aspects by the practitioners. These key areas are however only discussed in TS as an aspect of, or an appendix to, some theoretical approaches. This means that during practical translation, these aspects are simply used when needed, without necessarily making reference to any theoretical approach. In effect, translation theories are not as irrelevant as they may have seemed to some of those subjects. They could possibly be compared to an operating system on the basis of which other software applications run.

In addition, there were subjects who felt dissatisfied about the professional training. The training purportedly did not prepare them for the job market in the areas listed in Table 34. The reality they experienced in the market was completely different from the subjects' classroom translation experiences. The subjects pointed out the variance between their academic training and professional practice, as well as the 'missing subject fields'.[335] On the whole, these findings have shown that, although the certification qualifies the translator as a professional, there are still aspects not covered by the curriculum. Subjects have acquired knowledge in some of these aspects by means of self-study and practice. Nonetheless, it is believed that these missing aspects could be incorporated into the translation curriculum, to reduce the effect of the reality shock (Praxisschock). Section 4.4.3 highlights the limitations on this study.

[334] A subject who teaches translation and practices as a freelance translator categorically stated that clients do not know about translation, but need to be taught. This opinion seemed to be a conclusion based on the difficulties experienced by the subject in encounters with clients.

[335] There are factors that need to be considered in order to make provisions for the 'missing fields', for instance, more qualified staff must be employed.

4.4.3 Limitations of the study

Similar to the difficulties experienced during the interview with educators in TS, funding was a determinant in deciding the type of interview that would be conducted. As explained in section 4.3, telephone interviews became the affordable option, because the project is self-sponsored. Some face-to-face interviews were carried out with translators in Gummersbach, Cologne and Leipzig. Other subjects were interviewed by means of the telephone. Unlike the educators, many of the translators showed a willingness to assist. However, even after appointments were given, some of them did not answer their calls. Others postponed the appointments. Some were simply unreachable in spite of several weeks of repeated telephone calls. As mentioned earlier, a typical problem with the telephone calls was that of a broken connection or echo which sometimes affected the quality of the calls. This sometimes disturbed the respondents. The combination of both audio and written recordings for accessing the data was therefore very useful.

In addition, it was sometimes difficult getting some of the translators to be comfortable with some questions during the telephone interviews, although they had been briefed about what to expect in advance. Some of them showed signs of impatience with further probes in cases of implicitness. An example of such a case was a translator in Cologne, who refused to give information about the educational background, stating that the information could also be found on the internet, where the contact address had been found. When searched, the information was not provided on the internet as claimed. This made it difficult to probe further (for instance, by calling the subject again to request for some clarifications). A related problem was the encounter with translators who would rather fill a questionnaire than grant an interview request, due to busy schedules. Some of these practitioners, however, provided answers that would have been probed further, had there been a possibility of an interview. For instance, one such translators mentioned that only some theories are good, while others are irrelevant, without giving any specifics on the ‘good’ and the ‘irrelevant’ theories. Apart from this, translators without formal translator education tried to relate the relevance of translation theories to practice, giving an evaluation of the overall translator education. The views could therefore not really be measured in relation to their stated qualifications. Hence their responses (at that point) were considered incoherent.

In some instances, even the interviews (with some of the subjects) did not provide direct answers. Where subjects made reference to the necessary answer(s) in further parts of the interview, the information were extracted. There were, however, cases where the direct response that was needed remained unknown. This was more the case with the original version of the questions, which were semi-structured. Hence, the original sets of questions

were revised. Apart from this, there were implied perspectives in responses on the professional experience of translators and especially the subjects' evaluations of the translator education that they had received On the one hand, the open-ended parts of the study allowed for further useful information, which sometimes led both the interviewer and the interviewee away from direct answers. An example of such was the omission of information on the qualification field, as it is the case when interviewees responded 'Diploma' or 'Translator for English'. These two responses did not point at any specific degree. On the other hand, further probes on an implicit response did not necessarily always bring out a direct answer. Rather, it tended towards making some of the interviewees uncomfortable, which is a shortcoming of telephone interviews. [336]

Moreover, some translators had been trained over a decade ago. Their account of the relevance of the theories to today's translation practice may therefore not capture the goal of the study, because there has been innovations in translation technology and upgrades in the curricula. For instance, the views of a trained translator with 38 years of experience[337] who mentioned that the theories were all linguistic theories, but that the training was good and can be improved by incorporating more market orientation in practical sessions. The opinion may be inapplicable on the one hand, considering that TS has developed so much since the seventies. On the other hand, the recommendation for more practical translation sessions remains valid, since more recent graduates and translators still advocate the same. This chapter is summarised in section 4.5.

4.5 Summary

The survey and the studies in this chapter have centred on areas in translator education in Germany for the purpose of extracting important aspects of their curricula that might be

[336] Likewise, two of the interviewees merely mentioned the degree titles, without specifying the field. In the course of transcribing the audio recording, it was seen that many other things were said by these subjects in answering the question on their qualification, which does not necessarily fit in with the specific question, but were vital information for other questions. Thus, further probing to make them specify their fields of qualification was deliberately avoided in a bid to record notes in the appropriate sections of the question printouts. This is considered a minus for the study, especially considering the difficulty of getting back to the subjects to ask them further information.

[337] This was represented in the analysis as 'more than 10 years' experience.

useful in designing a vocationally-oriented syllabus for translation teaching in GS in Nigerian universities (see chapter 1). Common areas in the studies conducted are the language proficiencies, the educational background and the translation experience of the subjects. Findings from the classroom observations, the student surveys and the interviews gave insights into the TMS used both in the translation classroom and in industry. While the survey and the observed findings revealed routines in practical translation sessions with CAT-tools, interview findings with translators revealed their work routines during translation and the tools they use. Unlike these three, the interview with educators unveiled the considerations of translator educators on teacher qualifications, and evaluations of the translator education offered by their institutions of higher learning. The findings from students, educators and translators showed aspects needing improvement in the translation curricula based on their different perspectives, while the results from the classroom participant observations generally revealed further classroom routines that are not typically described in details in the curricula and/or the academic literature on translation teaching.

First, bilingual competence (C1 in the A-language, B2 in at least the 1st FL) and a pass in the university entrance examination, proven by certificates of proficiency, are required for admission into TS. The minimum requirement for additional FL differed in the two universities (the CUAS and the Univ. Leipzig). Even then, the language proficiency of students becomes increasingly better in the course of their studies, as some language courses are offered alongside theoretical and practical translation courses. SAP also provides more opportunities for improving the language and cultural competence of the students in the natural language settings of the L3. In addition, the language direction in translation is not always done into the L1 of the translator, as shown in the translation practices of both translation educators and practitioners in the industry. However, this is not yet treated as the reality in translator education, since there are more courses with the language direction in the A-language (German) than in the FL.

Secondly, knowledge about translation and professional experience are key for translators and translator educators. Based on results from the study, translator education, expertise, job experience and pedagogic skills are the ideal requirements to qualify as an educator in TS. Where the employment of such skilled persons is impossible, bilingual and cultural competences in the corresponding language pairs, academic degree(s), as well as certification from licensing examinations and/or work experience in the natural language setting of the languages involved are factors that may be considered as compensation for a degree (in TS) not having been acquired. Subsequently, for teaching and learning to be effective in class groups, such as in settings observed in the two higher institutions earlier

mentioned, the heterogeneity of course participants has to be considered. Designing a translation curriculum that will suit various learners requires that internal differentiation is carried out. This will reveal the previous qualifications and translation experiences of students and allow for a curriculum design that will suit students with different levels of competence in the same classroom.

In addition, an alignment of the curricula with the work environment is essential to prepare students professionally for the industry, as shown by findings from the student survey and the interviews with translation educators. The use of TMS in practical translation sessions, in seminars on CAT-tools, in self learning PC-rooms, and the downloading of temporary TMS versions, provide possibilities for students to become well acquainted with the CAT-tools used in the industry. Beyond this, job market orientation in translator education should also include more work features of a freelance translator, and translation project scenarios. A further complementary aspect to theoretical and practical translation contents in the translation curricula and in the course of the classroom observations is the SAP. As seen in the study, it helps to improve the language proficiency and the cultural competence of the learner in the chosen language. In addition, organised excursions to subject-field-related settings and guest lectures are further aspects which may bring in new, different or practical perspectives, from other academic settings and/or the industry.

With respect to responses from students, educators, translators and the findings from the classroom observations, the theories and the practical sessions of translation are separate courses. This often prevented students from seeing the interplay of theory and real-life translation practice. Since theories describe the important bases on which practices are built, translation students would easily comprehend the role of theories and internalise them better, if the theories and practices are associated with individual courses, i.e. by means of course designs where relevant theories are discussed in practical translation sessions.

In summary, the data from this part of the work (i.e. Chapter 4 altogether) was collected over a period of four years. A total of 93 people were interviewed (41 translation teachers, 52 translators) and a total of 112 students responded to the questionnaire. A quantitative study, however, requires a larger data set. The data collection was stopped due to time restrictions for the Ph. D programme. Notwithstanding this, the results have been analysed both qualitatively and quantitatively. The findings give a picture of translation as it occurs in educational settings and in the translation industry in Germany. It is therefore positive that useful inferences could be drawn in spite of the sample size.

Results from the observations, the survey among students and interviews among lecturers from different German universities reflect routines and trends in translator education.

Apart from these, recommendations for improved curricula are made. The results from the industry likewise point out areas for adaptations in the curricula of the universities. The findings therefore fulfil part of the primary objective of this work, i.e. to identify key areas that can be adapted from the curricula, classroom and translation practices in both educational and industrial settings in Germany for VOTT. Changes expected to be effected in the translation curricula include: further professional practice, more classroom translation practice with CAT-tools, inclusion of more specialised fields in the curricula, critical evaluation/selection of relevant theories, and theory-practical interplay in translation teaching. These findings are essential for planning a vocational translation syllabus within the framework of GS (in Nigerian settings). Chapter 5 therefore focuses on issues relating to language and translation in Nigeria.

5 Societal trends and professional standards in Foreign Language Learning (FLL), teaching and translation services in Nigeria

Translation in Nigeria dates as far back as the pre-colonial era,[338] where traders both within (intertribal) and outside Nigeria (international) interacted during trade (cf. Adegbija 2004:14). As a country with at least 450 languages,[339] there has been a constant need for translation in the different eras (i.e., apart from the pre-colonial, colonial and the post-colonial eras, also in this current era of globalization).[340] With colonisation came the first official FL, 'English', which today is often no longer referred to as an FL in the Nigerian setting (cf. Simpson 1980:75).[341] Since a discussion on translation and translating is basically connected to the languages available in Nigeria, an abridged view of the language profile of Nigeria (in Section 5.1) provides the basis for the discussion on translation in Nigeria. The remainder of this chapter is structured as follows: Section 5.2 focuses on language mediation in the Nigerian labour market. Section 5.3 discusses translation in educational institutions. Conclusively, section 5.4 reports the findings of the survey conducted on the Nigerian translation industry.

5.1 The language profile in Nigeria: the native, second and foreign languages.

It is noteworthy that Nigeria has three major indigenous languages, which belong to the three major ethnic groups[342] within the country (cf. Adegbija 2004:66-67).[343] These are:

[338] Although there are only a few written documents found to prove this, language mediation (in forms of interpretation and translation) was recorded as regular parts of communication in the multilingual pre-colonial era in the 'Niger area' (Bandia 2008:1-2).
[339] See Adegbija 2004:255-266.
[340] See section 5.2.1 for further discussion on translation.
[341] In this work, the English language, therefore, will not be discussed under subsequent references to FL in Nigeria. See section 5.1.1.1 for further discussion on English in Nigeria.
[342] The northerners, generally referred to within Nigeria as 'the Hausas', form 29% of the population, while the Yorubas and the Ibos constitute both 21% and 18% respectively.

Hausa, Yoruba and Igbo (ibid.). These three languages have the status as 'national languages' and "[…] are at least theoretically in evidence at the national level." (ibid., 49). Hausa is mainly spoken by a large population in the northern states of Nigeria as the Lingua Franca[344] (ibid., 53, 194). Yoruba is the native language to a large group of Nigerians in the southwestern part of the country, while Igbo is the mother tongue spoken by those in the east (ibid.). However, these three national languages are not representative of the native languages spoken by large ethnic groups[345] in Nigeria's (total) population of approximately 140 million.[346] According to one report, in addition to these three national languages, there are nine other languages that "have a noticeable presence" (ibid., 51).[347]

The bilingual and multilingual[348] structures in Nigeria are worthy of note and relevant to a discussion of translation in Nigeria. The simplest form of bilingualism recognised has been the native speaker competence in an L1 and a dialect. Other forms of bilingualism reported include competence in: an indigenous language and English, two indigenous languages, an indigenous language and Pidgin,[349] Pidgin and English, or an indigenous language and Arabic

See: http://www.indexmundi.com/nigeria/ethnic_groups.html.

[343] As the native language profiles in Nigeria are diverse, the focus in the work shall only be references to aspects of the language profiles that relate directly to the subject matter.

[344] A Lingua Franca may be described as a common language that enables communication between human groups, who have different languages (cf. Richards//Schmidt 2002:309).

[345] The ethnic groups are defined first of all by their languages. Going by various reports on the language situation in Nigeria, there are at least 498 different Nigerian languages, not counting Pidgin (cf. Adegbija 2004:255-266). On one website, the number of Nigerian languages is however stated as 522. See http://www.ethnologue.com/country/NG.

[346] http://worldpopulationreview.com/countries/nigeria-population/.

[347] These languages also have more than one million native speakers (cf. Adegbija 2004:48).

[348] See chapter 2 for definitions of bilingualism and multilingualism.

[349] Issues of the English language in Nigeria are fully discussed in the latter part of this section, as it does not belong to the group of Nigeria's indigenous languages. It can however be stated at this point that there are two classifications in the use of English in Nigeria . On the one hand, the NSE (Nigerian Standard English) or SNE (Standard Nigerian English) is often regarded as the form of English closest to the standard Queen's English, the accepted standard of English used by the educated British people. This is the form of English often used in official situations in institutions and educational settings (Faraclas 1996:509-511). On the other hand, Pidgin English, is often considered as a sub-standard form of English (Adegbija 2004: 56). Pidgin is "[…] is an offshoot of the 'pure' English of the early missionaries and colonial administrators. It is the product of necessity and pragmatism, as well as a robust salute to the malleability and adaptability of the English Language" (Omodiaogbe 1992:21). Pidgin English is being spoken as a Lingua Franca in informal settings more than the Nigerian Standard English (NSE), especially among the people without western education. It is a major language in commerce, interethnic communication,, mass media and in some public institutions (Adegbija 2004:55-56). For further reading, cf. Faraclas 1996:509-511, Igboanusi 2010:2-4, Achebe 1975:100-103, cited in Gilsdorf 2002:366.

(Adegbija 2004:86). Forms of multilingualism reported also include any combination of the forms of bilingualism listed above, as well as added competencies in at least an FL such as French or German (ibid.).[350]

According to Adegbija (ibid., 55, 84), the indigenous languages are found to be unevenly distributed throughout the regions of the country. The three national languages already attained state recognition due to their large population of speakers. There are also languages which are major languages in regions, but considered minor at the national level. Some languages are less prevalent in regions, while some which are minority languages at the national and regional levels are considered major languages at the local level (Kommunalverwaltungen). Some other languages are indeed also minor at the local level and are thus seen as the neglected languages (ibid., 50-51). Speakers of minority languages are said to be more often multilingual speakers, as they are compelled to speak the Lingua Franca(s) in their region (ibid., 53). Societal multilingualism is therefore more predominant in Nigeria than individual multilingualism[351] (ibid., 68, 87).

From the above discussions on the indigenous languages in Nigeria, there is no single indigenous national language. On the contrary, references are made to the languages of the majority, which may not be useful for communication with individuals who do not belong to that majority. The bilingual or multilingual capabilities of individuals within the boundaries of indigenous Nigerian languages therefore seem to count as though they were one language as long as they do not enable or enhance communication where necessary. This explains the basis for the adoption of English as 'the second language' in Nigeria and subsequently the tagging of other non-indigenous Nigerian languages as FL. Section 5.1.1 therefore discusses the non-indigenous FLs in Nigeria in connection with the social tendencies surrounding them.

5.1.1 Non-indigenous language presence in Nigeria

Foreign languages in Nigeria involve all the non-indigenous languages that Nigerians had contact with through trade and religion in the pre-colonial era, as well as the modern

[350]The FL in Nigeria will be considered in section 5.1.1.2.

[351] Societal multilingualism describes the separate identities that languages have "in (sometimes) separate areas of geographical location" (Canagarajah/Liyanage/Liyanage 2012:50). With reference to Nigeria, it has been defined as "the graduated or hierarchical distribution of functions among the different languages in the country at the federal, state, and local government levels" (Adegbija 2004:68, 87).

European languages which became significant in Nigeria from the post-colonial period for political, economic, and diplomatic purposes.[352] While FLL may commence in non-formal settings,[353] it typically takes place in formal educational settings. This section gives an overview of the trends surrounding the presence of FL, as well as general issues concerning acquiring proficiency in these languages.

Based on previous studies on the disposition of Nigerians towards their indigenous languages in contrast to FL, reports show that FL are more preferred in Nigeria (cf. Oyetade 2001:24).[354] Babajide (2001:2), giving an overview of the characteristics that Nigerians seek when choosing or tolerating a language, states that such a language needs:

> a considerable national and/or international coverage of the user, a metropolitan or cosmopolitan status, a considerable numerical strength and some measure of economic and political power and a sufficiently reliable codified form
> (ibid.).

This being the case, the roles of English will be discussed in section 5.1.1.1, (both as a foreign and second language). An overview of other FL of importance to Nigeria will follow in 5.1.1.2.

5.1.1.1 The English language in Nigeria

Historically, due to Nigeria's multilingual profile and lack of linguistic compatibility, the official language (the Lingua Franca) and the language of instruction in educational institutions has been English (cf. Makinde 2007:186, Adegbija 2004:54). The reasons underlying the choice of English as a Lingua Franca in the multilingual Nigerian society have been well summarised by Allan (1978:412) as "[…] that it preserves national unity because English is neutral between the power blocks within the country, giving none any advantage

[352]Cf. Adegbija 2004:14-33, see also Shehadeh 2012:4 on the definition of an FL context..

[353] As a result of globalization and more awareness, there are 'Teach Yourself '-language packets which are available in many countries, including Nigeria. Parents, who are aware of this may give room for their wards to learn the language informally at home.

[354] Note that this study is based on a comparison of the choices of language study of applicants, who were seeking admission into a Nigerian university. Therefore, the report may not be representative, considering the Nigerian population that does not fall within this group. Babajide (2001:8) reports that French is the most widely used FL in Nigeria.

over the others". Simpson/Oyetade (2008:194) further state a second reason for the adoption of English as:

> […] its ability to provide access and links to the wider outside world and the science and technology that is necessary for Nigeria to develop and successfully compete with other countries [...]", without which "[…] Nigeria would be severely disadvantaged in a wide range of areas involving access to developing knowledge.

This correlates with Awobuluyi's (paragraph 2-3) [355] report that English was the language of choice for Nigeria, based on the elite perspective that the products of the historic systems (in which children were taught in schools using their native languages before the middle of the nineteenth century) were not well-suited to the job market, where there was a need for persons with training in English. Simpson (1980:75), in discussing the significance of English in Nigeria, also states:

> So dominant is the position of English in national life that many Nigerians do not regard it as a foreign language in Nigeria. It is the case, then, that English is strictly speaking neither a foreign language nor a mother tongue to most educated Nigerians. It is better seen as a second language.

English, having acquired the status of an international Lingua Franca in today's world, is further used as the means of communication in Nigeria between expatriates and Nigerians. It is at least one of the language pairs used regularly in language mediation (translation and interpretation) and international relations within the country. According to Adegbija 2004:54,

> Today, English still remains the principal language of bureaucracy, of government, of education, of mass communication, of international trade and diplomacy, of science and technology, and of much interethnic cooperation or contacts, especially for the western-educated elites from different languages and Nigerians backgrounds.

Therefore, the English language 'came to stay' in Nigeria, and is also already being 'customised' for the Nigerian environment. Competence in English language is therefore key to communication and everyday living in Nigeria. The case of English language in Nigeria shows that this language plays a major role in Nigerian society. Thus, unlike in the nineteenth century, English language competence is now seen as a requirement for 'survival', especially in offices in Nigeria. The socio-cultural effect of this over the years has been that English is

[355] See "Language Education In Nigeria: Theory, Policy And Practice." See also Adegbija 2004:14, 21.

not only spoken at school or in official settings, but also in homes as it is seen as the language of the elite.[356] It is no longer considered foreign to Nigeria, as it has become both the working language as well as the language of habitual use in different contexts. Based on its use, the English language has attained the significant status of the 'second and national' language in Nigeria. English will therefore be referred to as an L2 in Nigeria in further discussions in this work. Section 5.1.1.2 centres on other non-indigenous languages in Nigeria.

5.1.1.2 Foreign languages in Nigeria

Generally, other notable non-indigenous FL present in Nigeria are Arabic, French, Portuguese, German, Russian, Spanish, Italian and Chinese.[357] For religious, political, and diplomatic reasons, Arabic and French became FL of significance in Nigeria. On the one hand, the use of Arabic in the nation is directly related to the presence of Islam, especially in the northern part of the country (cf. Adegbija 2004:14-26, 54-55). According to Raji 2002:10, "in Nigeria, Arabic is studied to service Islam and not the other way round". It was said to have first come into Nigeria through Trans-Sahara trade. Arabic is being used in Islamic religious worship as well as being studied as a subject in schools and departments (Instituten) of Religious Studies in universities (Oladosu 2005:59-63, cf. Awobuluyi). Arabic is also used for political and diplomatic purposes among the AU-states.[358] The Nigerian government established an institution known as the Nigeria Arabic Language Village (NALV). The village provides language and cultural immersion to learners of the language from various schools and foundations, or for private persons interested in the language. The Arabic village is located geographically on the border between Chad and Cameroun in the northern part of Nigeria, where Shuwa-Arabs who are native speakers of the language reside. The peculiar location of the NALV among the native speakers is expected to aid the learning of the language (cf. Awobuluyi, Ibrahim/Abubakar 2012:90).

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[356] Cf. Adegbite 2003:189, 2008:10 on the attitudes of the Nigerian elite with regard to language use by children in homes.

[357] Cf. Adegbija 2004:46, Soyoye 2001:31-35. Note that the list of FL mentioned here is not necessarily exclusive. Notwithstanding this, details in this section will be limited to Arabic, French, Portuguese and German. Since the German language is key to discussions in this research work, more emphasis will be on German.

[358] AU is the acronym for African Union. It replaced a previous establishment named "Organisation for African Unity" (OAU), which also had the principal task of promoting unity among African states. See "AU in a Nutshell".

On the other hand, being a country surrounded by former French colonies (Benin, Togo, Chad, Niger and Cameroon), Nigeria requires the French language for use during diplomatic interaction. Hence, it is a key language of communication in ECOWAS and in the AU.[359] Omolewa (1978:379-380) recounts that French was already being taught in Nigerian schools in the late 19th century. It is still being learnt as a subject in schools and universities, and has been declared under a military regime in the past as Nigeria's second official language (Adegbija 2004:55).[360] Like the NALV, the Nigerian government also provided a Nigerian French Language Village (NFLV), which serves as the cultural immersion centre for Nigerian learners of French. This language village is also strategically located close to the border of Nigeria and the Republic of Benin on the west of Nigeria. In reality, African-based multinational and national business enterprises, corporations and institutions prefer to employ people who are competent in at least one FL, which predominantly is French (cf. Oyetade 2001:8[361]). There has therefore been a rise in French language learning in the country, and there are more people who are competent in French language than in any other FL (ibid.).

Portuguese as an FL in Nigeria dates back to the 15th century. It was the first European language in Nigeria and was learnt by Nigerians in informal settings during communication with Portuguese traders in the 15th century (cf. Adegbija 2004:13-15). Today, Portuguese is one of the working languages of ECOWAS. The language is therefore considered relevant in Nigeria. It is currently being taught in two Nigerian universities at degree level at the Obafemi Awolowo University, Ile-Ife, and as a second FL option combined degree with another FL at the Department of Foreign Languages, Lagos State University, Lagos, Nigeria.[362]

The German language, in contrast, plays a less significant role in everyday communication in Nigerian society, even though it is relevant based on economic and political relations between Nigeria and Germany. Historically, the German language was said

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[359] ECOWAS means the Economic Community of West African States while AU refers to the African Union. See http://www.comm.ecowas.int/sec/index.php?id=about_a&lang=en.
See Article 87 in: http://www.comm.ecowas.int/sec/?id=treaty&lang=en. See also "Protocol on Amendments to the Constitutive Act of the African Union".

[360] Schools here include primary and secondary schools as well as language schools. Apart from several privately owned language schools (i.e. FL schools), there is also the French cultural centre, known as Alliance Français, where the French language is learnt according to the CEFR and certificates are given for standardised French language examinations. See: http://www.alliancefrancaise-ng.org/spip.php?rubrique95.

[361] Cf. Ahmad 1999.

[362] See http://www.oauife.edu.ng/academics/faculties/arts/about/.
See also http://xsignia.com/LASU_Nigeria/academics_pdf/Arts4.pdf for Portuguese.

to have been taught in Nigerian secondary schools alongside French for a hundred years, between 1859 and 1959 (cf. Omolewa 1978:379-380). According to this report, the rise of English to a status superior to the other FL, alongside the negative impacts of World Wars I and II, determined the decline of German language teaching in Nigeria in the colonial era (ibid., 384, 395).[363]

In the wake of independence, however, new possibilities for a continued presence of the language in Nigeria re-emerged (ibid., 379). According to Oyebola (2005:76), in the post-independence era, German was introduced in three tertiary institutions in Nigeria as degree programmes[364] (cf. Witte 1999:21-22). Issues concerning the legitimization of GS in Nigeria have nonetheless been broadly discussed over the course of the years. This was especially with regard to the rather limited usage and relevance of the language to Nigerian communities. The language was compared to other European languages in Nigeria (i.e. English, French and Portuguese) in terms of the 'unconvincing' arguments about its use for national development at that time[365]. As a result of Nigerian language policy, the language was removed from the curriculum at some point in the post-independence era, but was later re-introduced: First of all, to fulfil the condition of a compulsory second FL for students of French and later as a full degree programme (Oyebola 2005:77-78). Today, despite the several difficulties that surfaced over the years since independence, GS are still vibrant in three Nigeria universities as degree programmes and is also offered as subsidiary courses in other universities, albeit with insufficiently qualified staff and limited staff development possibilities (ibid., 76, cf. Oyetoyan 2009:48). Postgraduate degree courses at the master's and Ph. D degree levels in GS are now part of curriculum in at least three Nigerian universities[366]. By reason of globalization, (which is a further basis for the legitimization of the German language and culture in Nigeria), the relationship between Germany and Nigeria has been consolidated. Today, Germany considers Nigeria a key partner in the West African

[363] Omolewa (ibid., 388) also recounts that a German priest, who was responsible for imparting the language knowledge to his students, was more engrossed in religious and musical issues. This report pointed out that German language and cultur[al] teaching was probably not regarded as a top goal by the German government and the Germans living in Nigeria during that period.
[364] See section 5.3.1.1 for a discussion on the current degree programmes in relation to the subject of translation.
[365] Cf. Witte 1999:21-42, 1996:133-143, Oyebola 2005:78-86, Harnischfeger 1997:58-66.
[366] See section 5.3 for details.

region[367] and as a nation with great economic potential despite the burden of corruption and the struggle with incessant blackouts.[368]

With regard to the socioeconomic and political relationships between Germany and Nigeria, some of the areas of the beneficial impact of the German-Nigerian bilateral cooperation mainly include scholarships and fellowships[369] for educational purpose, employment-oriented development programmes,[370] security and political stability,[371] development of the power sector, trade,[372] and culture.[373] Specific organisations enhancing these relationships include the German Academic Exchange Service (DAAD),[374] the German Alumni Association of Nigeria (GAAN),[375] the Nigerian-German Business Association (NGBA),[376] the Delegation of German Industry and Commerce in Nigeria (AHK)[377] and the Goethe Institut (GI).

As a whole, it is apparent that both the indigenous and non-indigenous languages are accorded relevance in Nigeria based on their functions and benefits that may accrue from their use. This implies that depending on regions, locations and events, an indigenous, official or FL may become somewhat or entirely significant or insignificant. Indigenous Nigerian languages play different roles at the national, regional and local levels, depending on the number of the language speakers. The major languages (having more than one million speakers) serve as Lingua Francas at different levels (as the case may be). The 'national L2', English, functions principally in official, educational and inter-tribal interaction. Hence,

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[367] See "Besuch bei einem Schlüsselpartner".
[368] See "Nigeria steht unter Strom."
[369] For instance, DAAD scholarships and Humboldt fellowships. See "Introduction to DAAD Scholarships"and http://www.humboldt-foundation.de/web/home.html.
[370] See: http://www.giz.de/en/worldwide/1902.html.
[371] http://www.auswaertiges-amt.de/EN/Aussenpolitik/Laender/Laenderinfos/01-Laender/Nigeria.html.
[372] According to reports from the Nigerian German Business Association, Germany is the 5th largest exporter to Nigeria, and the seventh largest importer of Nigerian goods (cf. Doherty 2010:4-5). Diplomatic reports state that Nigeria is rated the second most important trade partner in Sub-Saharan Africa. See http://www.auswaertiges-amt.de/EN/Aussenpolitik/Laender/Laenderinfos/01-Nodes/Nigeria_node.html.
[373] This covers a large spectrum which include amongst others the promotion of the German language and culture, which is a key goal of the Goethe Institute (GI) in Nigeria (i.e. the Lagos and Kano branches). Cf. http://www.auswaertiges-amt.de/EN/Aussenpolitik/Laender/Laenderinfos/01-Nodes/Nigeria_node.html#doc482828bodyText3, http://www.goethe.de/ins/ng/lag/uun/enindex.htm.
[374] https://www.daad.de/laenderinformationen/nigeria/de/.
[375] See " German Alumni Association Nigeria".
[376] See "Nigeria German Business Association".
[377] http://nigeria.ahk.de/.

Nigeria is rich with Lingua Francas, among which English is ‘paramount’. The FL are only used in specific forums to achieve specific purposes, outside of which they entirely lose their relevance. Nigeria’s linguistic profile therefore features complexities, which includes issues of intercommunication between users of all the mentioned languages. Since language mediation is the only platform that offers the conveyance of information across languages, where interested parties do not share a common language, section 5.2 consequently profiles the subject ‘language mediation’ in Nigeria.

5.2 Language mediation in Nigeria: translation into the native, second and foreign languages

The language profile of Nigeria and the societal trends related to the study of languages as discussed above are certainly connected to further language-related services in Nigeria. The plurality of indigenous languages within Nigeria’s borders calls for language mediation in settings where communication does not occur in the national, the regional and/or the local Lingua Francas. Since Nigeria inevitably works at the international level and is in constant diplomatic contact with countries using languages other than English, services from language mediators are also bound to be used.

The study in section 5.2.1 will therefore focus on the historical aspects of language mediation in Nigeria, both in the pre-colonial and post-colonial periods. In addition, translation in the post-independence periods up to the present–day will be considered in section 5.2.2. In addition, translation in Nigerian industry will be discussed in section 5.2.3.

5.2.1 Language mediation in pre-colonial, colonial and post-colonial periods in Nigeria

Language mediation, i.e. translation and interpretation, has been an essential part of communication in the multilingual Nigerian state since pre-colonial times. While there are generally only a few well-known documents that reveal the history of language mediation in Nigeria, it can be inferred that these language activities must have been carried out in order for communication to take place between the multilingual citizens of the country (cf. Bandia 2008:2). Nonetheless, records of translation in the larger Sub-Saharan Africa region shed much needed light on the subject. Bandia (2001:295) recounts that language mediation in pre-colonial times was often carried out by a “professional linguist” (ibid.), who worked in similar ways to the contemporary translator or interpreter and functions “[…] like an official

spokesperson for a village or an ethnic group, who was believed to be endowed with special talents to record and narrate the history and culture of his people" (ibid.).

Thus, interpretation was predominant in pre-colonial Africa, especially because of Africa's oral traditions, done by persons (literates or illiterates) with bilingual or multilingual oral competences, who mediate between people that do not speak a common language (cf. Ukoyen 1979:72). A form of translation or interpretation was also recorded to have taken place when the African drum (called the talking drum in Nigeria[378]) was beaten, a form of intersemiotic translation. The message to be communicated is translated into drum beats to imitate speech, and may then be voiced out in words or musical lyrics (cf. Bandia 2001:296). Language mediation (interpretation) was carried out from Africans' first encounters with Europeans in the 15th century until independence (ibid.). Interpretation particularly took place between two African languages, between African and the Arabic languages as well as between African and European languages, based on needs arising from trade interactions and communication between Africans, Arabs and Europeans (ibid.). Ukoyen (1979:72) explained that translations (in the sense of a written document) were introduced with the advent of the imperialists. The 'professional linguist' became a guide to imperial masters, mediating when summoned (Bandia 2001:298-299).

In the succeeding pre-independence and post-colonial era, however, religious, literary and public service translations were recorded to have featured most significantly. The translation of the Bible into Yoruba and Igbo languages, for instance, was done in this era (ibid., 299, cf. Simpson 1979:79). Whenever African oral literature was needed in European languages, literary translations were often done by native scribes, who had not yet gained mastery of the European language. The translations were then edited by the imperialists without further comparison with the (oral) source text (cf. Bandia 2001:299, 2008:8). Texts were also translated from European languages into Nigerian languages and from Nigerian languages into English (Simpson 1979:75-76).[379] Apart from the religious translations which continued, the pre-independence and post-colonial African writers began making efforts to

[378] See "Talking Drum. " See also http://www.nitade.com/.

[379] Simpson (1979:76) reveals that George Orwell's *Animal Farm* and Shakespeare's *Julius Caesar* were, for instance, translated into Hausa, and Daniel Defoe's *Robinson Crusoe* translated into Yoruba. Apart from these, Simpson's (ibid.) report shows that there were other extracts and parts of some works translated from European sources.

correct the poor representations of oral texts as well as the deliberate adaptations of the African oral texts to European standards, as carried out by unskilled mediators and the imperialists (cf Bandia 2008:9, 2001: 299-300). Nigerian authors such as Chinua Achebe, Amos Tutuola, D.O. Fagunwa and Gabriel Okara translated oral narrations from their indigenous Nigerian languages into English and subsequently, some into other European languages (cf. Bandia 2008:11).

Moreover, language mediation was also apparent in education in the colonial era. According to Olaoye/Otunuyi (2009:122), translation became a flourishing trend as a result of the colonial government's policy (i. e. the Late English Medium Transition Policy) that promoted bilingualism and translation, thus bringing about the translation of texts and books into Nigerian languages. They explain that

> Nigeria is a veritable linguistic theatre for translation. […] The Federal Government's National Policy on Education, particularly language policy, encourages and promotes bilingual and multilingual education. This language education policy makes translation a compulsive desideratum. Trilingualism and quadrilingualism make translation inevitable in Nigerian education system.

Likewise, post-independence periods also featured translation schools, teaching translation between Nigerian languages, English and French at the very least (cf. Anyaehie 1994:19-24). Olaoye/Otunuyi' (ibid.) describes translation within the Nigerian context, stating:

> There are many types of translated texts which make translation both a linguistic and a commercial venture […] Among the oral texts are oral poetry, hymns, songs, lyrics, ballads, sermons, recitations in both the Bible and Quran […] The written texts could be the Bible, the Quran, prose works, drama sketches, poems, adages, proverbs, idioms, text books in any subject, legal documents such as the constitution, gazette, policies, certificates, memoranda. Television films and movies are also translatable.

This account indicates the dominance of the translation of oral and written literature in the Nigerian translation 'stage'. Section 5.2.2 discusses language mediation in the face of globalisation.

5.2.2 Language mediation and language mediators in the globalised era

In view of the inevitability of supranational interactions, most especially on account of advancements in science and technology as well as globalisation, oral African cultures are further translated into languages of international repute (cf. Bandia 2008:13, Spivak 2000:406). Pointing out that there were hardly any written translations between African languages, Bandia (2006:349) mentions that African writers of literary works in the post-

independent periods continue to depend on bilingualism and translation to communicate their works of art to their global readers. Thus, on the whole, Africa's oral culture is translated in a twofold manner, first into standard written forms and secondly into globally-recognised languages (ibid., 2008:15).

Language mediation in Nigeria however transcends the subject field of literature. While there have not been sufficient elaborate studies that document the demand for translation and interpretation as a whole, as well as translation in other domains different from literature, international and cooperative alliances between African states, for instance, have made language mediation a prerequisite for communication. As mentioned in section 5.1.1.2, continental African organizations like the African Union (AU) and ECOWAS (Economic Community of West African States) have collectively used the working (or official languages) languages English, French, Portuguese, Spanish, Arabic and Kiswahili. In the case of the AU, this also includes any other African language. Ajana (2013:3[380]), a translator at the ECOWAS Parliament[381] in Abuja, Nigeria, confirms the use of documentation in the various working languages of ECOWAS[382] and the freedom of choice of the language of communication among the members of the parliament. Thus, it is clear that the dealings of Nigeria as a nation in these two organizations involves the use of services from language mediators.[383]

Apart from international sociopolitical forums that call for translation within African boundaries, there has also been evidence of specialised translations, AVT/sub-titling and general translations in Nigeria. Ndukwe (2013:2) also gives insight into journalistic translations in Nigeria, based on his studies on translation and radio journalism, as well as his activities as a producer of French programmes and translator in a Nigerian Radio Station

[380] See http://www.nitinigeria.net/.
[381] See http://www.ictparliament.org/node/814. See also http://www.parl.ecowas.int/index.html.
[382] Cf. Bandia 2001:301. Since the working languages of these organisations are the languages in which the document[s] are written, it is not clear from Ajana's (2013:2) descriptions, whether the documents are written originally in these different languages (such as i[s] done in technical writing) or they are translated and in which language directions they are translated.
[383] Possible instances could be when a session of [a] meeting takes place in other languages apart from English. Nigerian delegates would most certainly require the assistance of an interpreter, if they are personally not competent in that language. Documents that are written in any other language apart from English would be required to be translated for the Nigerian delegates.

called 'Voice of Nigeria' (VON).[384] Explaining that translations are done both into the native language of the translator and into their language(s) of habitual use, Ndukwe (ibid., 9) states:

> Voice of Nigeria broadcasts in eight (8) languages, namely English, French, Hausa, Arabic, Kiswahili, Fulfulde, Yoruba and Igbo. Translations are therefore done in all these languages. The authorities of VON are working towards the reintroduction of the German language which was stopped due to paucity of funds. There are also plans to introduce Spanish, Portuguese, Chinese and some other indigenous languages on VON.
> (Ndukwe 2013:9)[385]

According to Ndukwe (ibid.), VON provides a kind of on-the-job training in translation for the employed staff, who usually have only done a bachelor's degree in their expected languages of operation. The staff employed work as program producers, having translation as their major task. VON officials (the translators) are also said to be involved in the translation of government policy papers (ibid., 8). Ndukwe (ibid., 9) states that the texts being translated are typically general in nature, and consists of: "[…] news bulletins, press reviews, commentaries, advertising copies, speeches, features, official documents and agency materials" (ibid., 9). However, Ndukwe (ibid., 7[386]) differentiates between the texts translated by translators and radio translators, stating:

> The radio translator and the translator of a general text receive texts in the form of written material, but they do not process the message for the same target audience. Whereas the radio translator produces texts for the ear (listener), the translator handling an ordinary general text does the same thing for the eye (the reader). It then follows that in translating for the radio, oral mode of expression is paramount.

While acknowledging that translating for radio broadcasts does not equate to interpretation despite its orality, Ndukwe (ibid.) considers it a kind of specialised translation

[384] Voice of Nigeria (VON) is solely authorised by the Nigerian government to broadcast globally (Ndukwe 2013:8). Ndukwe (ibid., 9) points out that VON employs the largest number of translators in Nigeria.
[385] According to Ndukwe in an email conversation, "German broadcasts on VON in the 80s were generally about the whole of Nigeria, Africa and the whole world" (See appendix 12). VON broadcasts also included programmes on Nigerian and African life in terms of culture, tourism and politics. For further reading on the Hausa translation service of the Deutsche Welle, (the international German Radio), see Antia 2000:25). Further issues concerning the legitimization of German have been discussed in section 5.1.1.2.
[386] Cf. Osaji 1991:57, Van Doorslaer 2010:180-183.

(sight translation[387]), where the oral competence is key, thereby making it technical in its own way, and different from usual translations.

Furthermore, audio-visual and other specialised translations are also an integral part of translation in Nigeria. Ugochukwu (2013) discusses the subtitling of films into different Nigerian languages, English and also into French, as one aspect of Nigeria's popular culture (the Nollywood film industry). Antia (2001:16) also discusses experimenting in legal translations with a legal practitioner and two language teachers, who teach pedagogic translation and also translate themselves.[388] It is however difficult to discuss translation broadly as a topic in Nigeria, because the subject field, especially in the area of training of language mediators, is still under development.

Nevertheless, the issue of language direction in translations in Nigeria is noteworthy. Language mediation has been carried out in different language directions, other than into the L1.[389] In describing the African translator, Ukoyen (1979:73) points out the fact that an educated African attains literacy and receives the standard education first in his/her country's official language, so that the language competence attained in the course of the educational process can be approximated to his/her competence in the L1. He further explains this 'high level' of competence in English, citing the example that most African literary works are often published in English and French, with international recognition. He points also to the fact that during conversations in his own native language, he unconsciously switches code between his native language and his country's official language.[390] This is an experience that is typical in daily life in Nigeria (cf. Anyaehie 1994:21-22). From the discussions in 5.1.1.2 and 5.2.1, the FL present in Nigeria and those which are the TL of translated Nigerian literature has already been mentioned. These all point to the acquired language competence of the translators.

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[387] Sight translation is used both in translation and interpretation for an oral production of a written text in the TL (cf. Chriss 2006:200). The processes (reception, transfer and production) occur in real time and all take place within a shorter period of time, compared to written translation (cf. Shreve//Lacruz//Angelone 2011:93-95).

[388] This basis for Antia's (ibid.) report was partially complaints of translators on the unavailability of terminology resources.

[389] Although translations into non-native languages are allowed under circumstances discussed by Beeby Lonsdale 2001:65-66, westernised translation standards maintain that translations should ideally be made into the native language and not in the FL. For further reading, see Neunzig/Tanqueiro 2007:279-282, Lederer 2003:162, Snell-Hornby 2009:37-38, Grosman 2009:23, 29).

[390] It seems important to mention at this point, that the author Ukoyen, is a Nigerian professor of French Studies. See http://arts.ui.edu.ng/staffeuro. However, this author's perspective above does not reflect the consideration "[…] that good language graduates do not necessarily make good translators." (Smith 2007:143).

Moreover, in relation to the translator's competence, Ukoyen (1979:74) divides African translators (in the late 20th century) into two categories, namely: the academic translator and the staff translator. According to Ukoyen (ibid.), they are:

> […] largely products of the general school system, especially at college and university levels; that is, they have a basic academic training which they supplement later with practical experience and short study periods in specialised translation schools, usually overseas […] The academic translator occupies an established post in a college or university and practices translation both as part of his normal teaching schedule and as a consultancy to the public […] The staff translator, on the other hand, is strictly speaking a professional and is usually to be found in a government department, a research center, a commercial establishment, or an international agency.
> (ibid.).

Thus, it is seen that many of those who practice translation were not professionally trained. Antia (2001:17), for instance, points to the unavailability of training for Nigerians translators translating from English into Hausa, thus confirming Ndukwe's (2013:9) position on the competence of the translators employed at VON. It is therefore understandable that individuals who translate, without professional translation training merely use their bilingual and/or multilingual skills.

Whereas the Nigerian Institute of Translators and Interpreters (NITI[391]) bears the tag 'institute', which might give the notion of an educational facility, it is rather an association of registered translators and interpreters working in Nigeria. NITI, previously known as NATI (Nigerian Association of Translators and Interpreters) was inaugurated in 1978 at the peak of the crude oil boom in Nigeria. According to report from NITI, translators and interpreters were employed by the Ministry of Foreign Affairs, but then relegated to mere protocol officials, due to a lack of knowledge about the significant role of trained translators and interpreters. Efforts were being made by the pioneering and succeeding administrations of NATI and NITI to regulate the practice of translation in Nigeria. As such, in 2001, 23 years after the inauguration of the association, a bill was submitted to the National Assembly. The bill was passed seven years later in 2008, and is still awaiting enactment into law. In the present day, however, NITI organises or sponsors seminars, workshops and conferences, in

[391] The institute is comparable with the Federal Association of Interpreters and Translators (BDÜ) in Germany, and the services they render to translators and interpreters as well as student translators in the country. The comparison mentioned here, however, does not include standards in qualification and practice or technology.

which several Nigerians are reportedly participating.[392] Working languages generally found in the organization include: "English, French, German,[393] Italian, Portuguese, Spanish, Latin, Hausa; Igbo, Yoruba and other Nigerian languages". NITI has also since 2010 been organizing examinations for linguists and language students, who desire to register with the organization.

Nevertheless, the name tag given to the association does not imply that all members are professionally trained translators with an educational background in Translation. According to NITI's statement, "[…] it is a body of qualified professional linguists (Professors, Doctors, Masters, Bachelors), as well as future professional linguists (language students) who were trained or are being trained in Nigeria or elsewhere in the world."[394] Translators registered with the body therefore fit into the descriptions of Ukoyen (1979:74) and Ndukwe (2013:9) as already discussed.

Graduates of FL studies find employment in various Nigerian institutions, where they are asked to translate when the need arises. Whereas this may not have been a striking point of research interest that was treated as a theme in academic publications up until now, evidence of translation requests made to students was found in the survey carried out to ascertain the demand for translation in the Nigerian market (see section 5.2.3). Students, who have attained a certain degree of FL proficiency, also undertake translations for a small fee. This is because members of the public would rather seek a free or an exceptionally low-cost service, as long as it is not needed for official situations[395]. University students undergoing an Equivalent-Year-Abroad-Programme (EYAP)[396] at the GI also receive translation briefs.[397]

[392] http://www.nitinigeria.net/history.html.
[393] http://www.nitinigeria.net/about.html. It is noteworthy that the information for translation providers working with German was not provided on the website as at the time the page was last visited (28.07.2014). However, information on translators working with some other languages were provided.
[394] http://www.nitinigeria.net/about.html
[395] In some official situations, certified translations only are required.
[396]EYAP is held yearly at the Goethe Institut (GI), Lagos, Nigeria, lasting an academic year (i.e. two semesters). Although semester lecture periods (Vorlesungszeit) differ from the course periods at GI, the two different intermediate level courses take place in consecutive periods, which are interpreted to be two semesters.
[397] Some members of staff at the Goethe Institut,, Lagos, Nigeria, offer translation services to members of the public. This will be further discussed in section 5.2.3.2.1. As at 1999, during the obligatory EYAP at Goethe Institut in the third year of German Studies, the standard price charged per page by the translating staff of GI was N1,500.00 (6.74 Euro). As this was a high cost for a security officer at the GI, who had just procured a second-hand German photocopying machine for his private business enterprise, a willing student-translator's services

Thus, translating in Nigerian settings is not limited to the highly educated FL instructor, but extends also to graduates[398] and students of FL studies. While it is undeniable that their levels of competence in their respective FL vary, a common feature for the majority of people in these three categories is that they have not been trained professionally to translate. This void of unprofessionalism (at least as regards translating in the German and English languages) is a characteristic flaw of translation practice in Nigeria.

Altogether, since it is apparent that both trained and untrained translators are working from English into FL (and vice-versa) as documented in the already mentioned academic publications, it is evident too that there is still much left to be developed within the translation field in Nigeria. It is certain that there is a market demand for interpreting and translation, particularly in the indigenous languages[399], as well as the working languages of the AU, ECOWAS and in other languages, such as German and Russian, which are taught in Nigerian universities and language schools.[400] As German is a key language in this research work, further content in this chapter will exclude other FL. Considering the 'backstage-role' being played by the German language in Nigeria, issues concerning the market demand for translation from and into the German language, as well as the translation practices of individuals working with this language are rarely discussed in the academic literature. This gap therefore serves as the basis for further investigation into the translation practices and the translation market for German in Nigeria. With respect to the research goals stated in Chapter 1, a survey was conducted to investigate the market demand for translations in the language directions 'German-English and English-German', as well as the work procedures of practicing translators in Nigeria. These will be discussed in section 5.2.3.

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were sought. The translation brief was received and the price of the services was negotiated. A payment of N2000.00 (9 Euro) was made for the translation of 23 pages.

[398] Nigerian culture also dictates whether translation fees can be charged (or whether a translator is paid) for the translation services offered to family members, friends, superiors or acquaintances with a higher social status, regardless of the volume of the pages to be translated. There were different personal experiences of this.

[399] See, for instance, Bible translation in Nigeria in http://www.biblesociety-nigeria.org/index.php?option=com_content&view=article&id=102&Itemid=89

[400] An internet search gives a view of several privately owned language institutions in Nigeria. However, the issue of the quality of service of these schools in terms of language teaching is not part of the scope of this research study.

5.2.3 Translation in the Nigerian labour market: a survey report

This aspect of the research work focuses on a study of the market demand for translation in Nigeria. This was done by means of interviews and questionnaires with practicing translators as well as employers of German language graduates in Nigeria.[401] The scheduled time plan for this survey, alongside the other two aspects, (which will be discussed in details in sections 5.2.3.1- 5.3[402]), was from mid-August till the end of November, 2011. On the one hand, the study carried out on employers will lead to facts about the market demand for language and translation/interpretation skills in German. On the other hand, the study on translators revealed how much demand there is in the labour market for translations in the two languages. Thus, German companies in Nigeria were initially considered potential respondents. To enable access to (potential) employers of GS graduates, a contact list of 62 German companies, as listed in the registry of the NGBA was obtained prior to the commencement of the fieldwork.[403] Information on translators with German as a working language was sought from the website of the Nigerian Institute of Translators and Interpreters (NITI), including individuals registered with the institute. As at the commencement of the field survey, apart from the prior knowledge that some of the teaching staff of GI usually receive translation requests from members of the public, there was no precise information about freelance translators working with the German language in Nigeria.

However, reality during the three and half months of research visit to Nigeria did not meet the expected basis, upon which the fieldwork was initiated. The fieldwork was limited to the southwestern region of Nigeria, precisely Lagos state.[404] Known individuals who were

[401] As discussed in Chapter 1, the mixed method was also chosen for this aspect of the research study. Two sets of questionnaires were developed. They were prepared so that both could be used in conducting structured interviews and also as questionnaires, where these were preferred by the respondents. Whereas a quantitative questionnaire could have sufficed for this study, conducting interviews was preferred in order to ascertain a timely and factual response from respondents and to encourage respondents to give more information so as to give a broad picture of translation practice in Nigeria. See appendix 13 and 14 for both survey questionnaires.

[402] This time frame was planned to achieve three goals, namely: to conduct surveys with translators working with the German language in Nigeria, as well as with (prospective) employers of GS graduates in Nigeria. During the period, a research workshop to ascertain the feasibility of VOTT within the framework of GS was scheduled to be take place at the three Nigerian universities, where German is being offered at the degree level.

[403] The list was obtained with the aid of a [local] contact, who, for the purpose of the research, went to the office[s] of the NGBA, requested and received the list from the secretariat.

[404] Lagos state is the former commercial capital of Nigeria. Due to political instability and violence, German companies in the northern part of Nigeria were excluded. Due to lack of research funds, companies outside

involved in translation were contacted. In all, 37 companies were sought, based on the 62 contact addresses on the list received from the NGBA. A total of 25 companies was completely excluded from the search. While interviews were carried out successfully with seven companies, seven other companies requested the interview date to be shifted. Five companies had already closed business operations due to economic problems, while eight were sought without any success.[405] Some of the German companies visited had folded. However, many other companies were discovered on the NGBA website after the period of fieldwork had ended.[406]

In a bid to find translators who work with German, NITI was contacted. As noted earlier, NITI operates as a union of translators. While the information on the NITI website reflected German as one of the working languages, none of the registered members listed had German as one of their working languages. When asked, the officials of NITI could not provide any link to any known translator, working with German. Nonetheless, by means of an intensive internet search, some more information on translators were found, with very few providing freelance translation services from, and into, German. The results of the survey, which reveal the potential employer categories (i. e. clients) of translation providers in Nigeria are presented in section 5.2.3.1. Section 5.3.3.2 focalises the results of the survey carried out on translators in Nigeria.

5.2.3.1 Market demand for language mediation in Nigeria

The structured interview in this aspect of the research work commenced with questions about the demographical details of the respondents and questions with pre-given answer options that would reflect their translation practices. Nevertheless, there were open-ended aspects, such as the answer option 'other' and the final question on general translation

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Lagos and in the Ogun states were not physically visited. However, several attempts were made to contact such companies by means of the telephone and the internet.

[405] This actually means that the addresses on the list received were obsolete, because the companies were no longer there at the time of the visit.

[406] See: http://www.ngba-africa.org/index.php?id=9&L=krojgesuhgfv. The contact details found were filtered, and selections were made, based on the German content in the names of the companies and their staff, secondly, based on the reputation of certain companies, for instance, reputable banks or law firms. The bases for this selection was simply to ascertain if the communication in firms involved the German language (since they are registered with the NGBA) and if it involved the services of translators.

practice in Nigeria. Thus, respondents' responses entailed not only the given answer options, but also their individual responses as the case may be. There were 20 respondents in all, who provided information in the form of face-to-face or telephone interviews or by filling in the interview questionnaire online. Section 5.2.3.1.1 discusses the survey questions, the subjects and their responses.

5.2.3.1.1 The survey

The survey commenced by seeking information regarding the date, name and contact details of the employer of the respondent, as well as information regarding the position of the respondent in the company. Details can be found in appendix 9. Apart from the above-mentioned demographical questions, there were further (10) questions. There were questions with single as well as multiple-choice answer options.

The first question was to ascertain the group into which the respondent's employer could be fitted. There were six groups, namely: trade (import and export), translation agency, technology, oil and gas industry, engineering and construction and financial institutions. The responses, however revealed 14 different categories, two of which refer to a single establishment.[407] These are presented in Fig. 30.

[407] The establishment in question here is Goethe Institut (GI). It was mentioned as an NGO by its Head of Administration (HoA). Efforts had been made to contact the Director of GI Nigeria, (a German national), who as at the time of contact, was away on a business trip. The HoA, a Nigerian and a graduate of the German Studies in one of the three universities with degree programmes in GS was therefore contacted. The Director later responded, tagging the establishment a 'Language and Culture Centre'. While seeking to select only one of the responses, they were compared and variations were found in them. These variations were interpreted to be based on the different job roles of the HoA and the Director, as well as the differences in their nationalities. Hence, the two responses are included in this survey report.

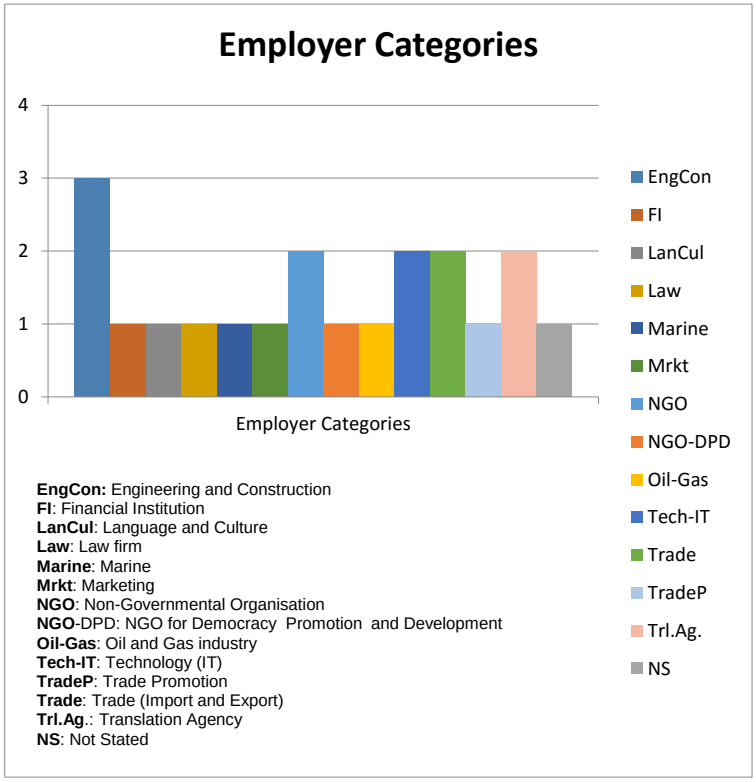


Fig. 30: Employer categories of respondents

Considering the fact that GI is one establishment, it could be said at this point that there are 13 employer categories. The responses from the two respondents from GI will however be treated separately, where there are variations. The category of responses from the GI's director will henceforth be tagged 'LanCul', while that of the HoA will be tagged 'NGO-GI'.

In the second question, respondents were asked, if translation services are used in their workplaces. Since further questions after this are directed to companies that need translation services, respondents who select 'no' as an answer, were no longer required to respond to further questions. In Fig. 31, the three charts provide information on the two categories of 'users' and 'non-users' of language mediation services. There were more employer categories that make use, or that had made use, of translation services than areas where the service was not needed. Since nine employer categories make use of translation, this suggests that there is a demand for translation in Nigeria, despite the fact that the data size gathered is relatively small. This finding is thus significant, especially considering the job possibilities offered to those who provided these companies with language mediation services.

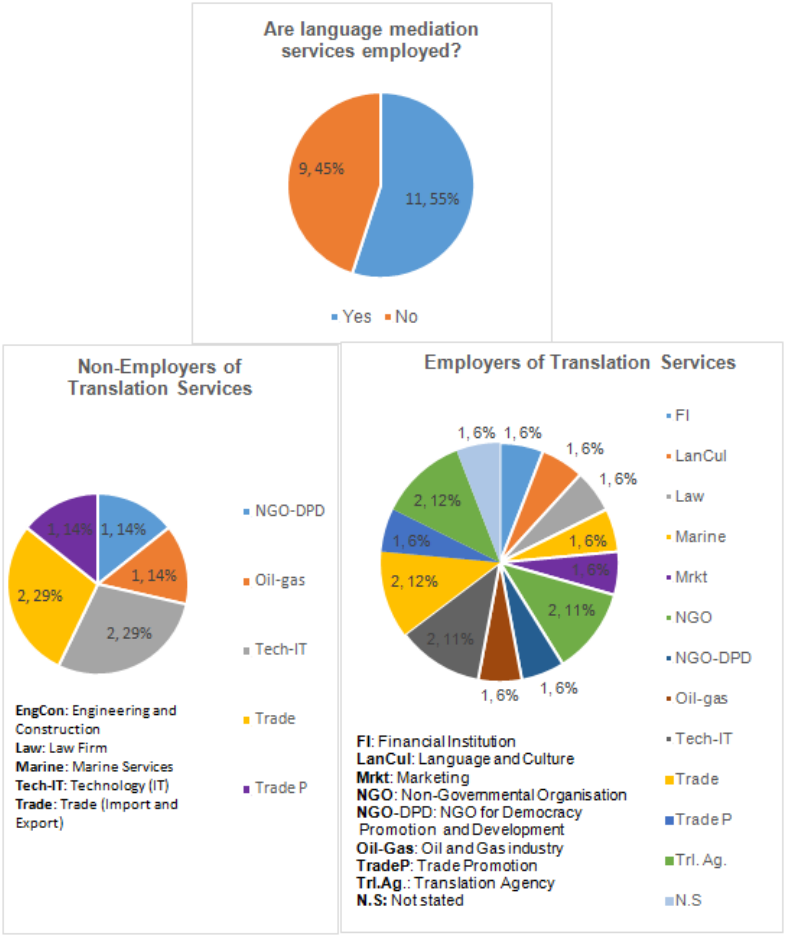


Fig. 31: Overview of (non-) employers of translation services

To further specify the extent of demand, the next question sought to reveal the frequency of translation services used by the companies. Their responses are shown in Fig. 32. Although it is obvious that translation services are required as shown in Fig. 32, only one of the companies (a translation agency) uses (offers) these services daily. On a weekly basis, translations are done by the GI, while the other translation agency provides translation services quarterly.[408] The marketing company, NGO, and the oil and gas company use translation services also on a quarterly basis. Five employer categories (the NGO for democracy promotion and development, the financial institution, the establishment for

[408] The response here was given by the HoA at GI.

language and culture[409] and another for trade promotion as well as the unspecified employer category) make use of translation services occasionally.

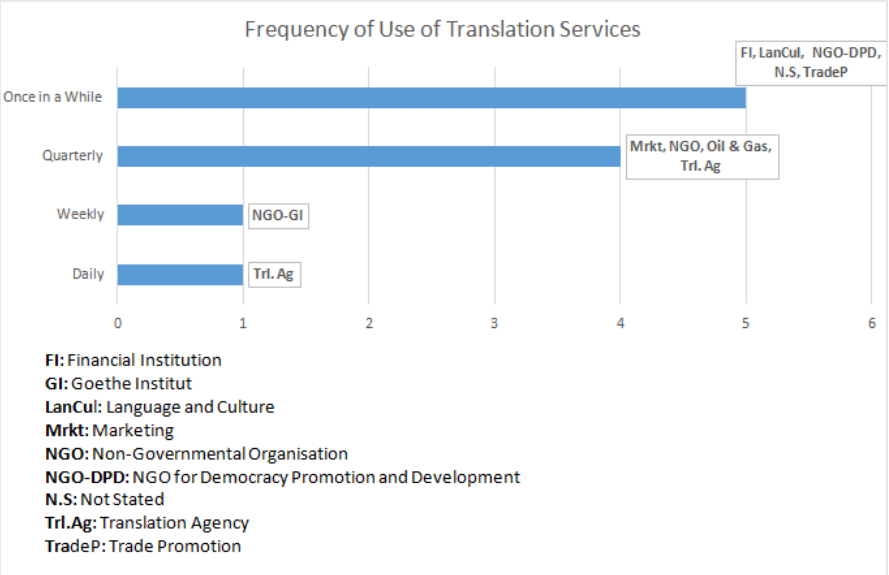


Fig. 32: Interviewees' use of translation services

Following this were two multiple-answer questions, meant to reveal both the source language (SL) and the TL of the translations. Listed as options were: English, German, French, Nigerian languages as well as the option 'other'. Table 35 gives an overview of the responses.

The source and target languages of the employers needing translation services include: Nigerian languages, English, German, French and Spanish. It is apparent that most of the companies making use of translation services require translation in both language directions, except the two NGOs, the oil and gas company as well as the trade promotion company, where the translations are made only from German into English, French or any of the Nigerian languages chosen. The difference in the source languages (SL) listed by the two respondents from GI varies however. The respondent (NGO-GI) listed 'de' as the SL, while the SL as listed by the respondent 'LanCul' were 'en, de' There are no other apparent reasons for these variations, except the differences in the offices of both at the GI.

[409] This was the response from the Director at GI.

Employer Category	SL	TL
Financial Institution	en, de, fr	en, de, fr
Language & Culture	en, de	en, de
Marketing	en, fr, de (translation not necessary, documents gets translated before dispatch. Otherwise, German speaking MD/staff do translations.)	en, fr. (internal language is 'en', employer uses 'de'
NGO	en, de, fr	en, Nigerian languages, fr
NGO-GI	de	en
NGO for Democracy Promotion and development	en, de, fr	de, en, fr
Oil &Gas	de	en
Trade Promotion	de	en, hardly de, for the UN, ECOWAS
Translation Agency 1	en, de, fr, Nigerian Languages, other African languages	en, de, fr, Nigerian languages, other African languages
Translation Agency 2	en, fr, es	en
N.S	en,de	de, en

Table 35: Source and Target languages in demand

Next to this in question six, subjects whose response included German were asked to state, if they employ Nigerian graduates of GS. Three answer options "Yes, No, Not applicable (NA)" were provided. Table 36 gives an overview of the employer categories where the graduates have been employed. As shown here, despite the fact that translation services were accessed by 9 employer categories (NGO-GI and Language and Culture counted here as one), only three had a record of employing Nigerians with degrees in GS or German language proficiency. Thus, it is clear that the market demand for GS graduates may not be symmetrical with the demand for translation services, as the demand for the translation skills exceeds the demand for German language competent graduates.

Company Category	Translation Services	Employment of Nigerian Graduates
Financial Institution	Yes	Not applicable
Language & Culture	Yes	Yes
Marketing	Yes	Not applicable
NGO	Yes	Not applicable
NGO-GI	Yes	Yes
NGO for Democracy Promotion and Development	Yes	Not applicable
Oil &Gas	Yes	Not applicable
Trade Promotion	Yes	Yes
Translation Agency 1 & 2	Yes	Yes
Not specified	Yes	Not applicable

Table 36: Categories of companies employing Nigerian graduates with German language proficiency

Subsequently, further questions then became unnecessary for respondents who chose 'not applicable', while those who chose 'no' continued with the last question (number 10), the results of which will be stated in later sections of this report. Subjects with the response 'yes' were to select from the next question about the typical responsibilities assigned to their employed staff with qualifications in GS. For this question, multiple answers could be chosen. Although responses for this question were not expected from employers not requiring translation services (as well as the services of a Nigerian German language graduate), the results reveal that these respondents considered the questions as relevant, as they probably have staff members who provide related services.

Company Category	Translation Services	Employment of Nigerian Graduates	Job tasks
NGO	Required	Not applicable	Bilingual secretaryship
Technology - IT	Not used	Not applicable	Bilingual secretaryship, technical writing/editing
Trade Promotion	Required	yes	Receptionist, protocol officer, escort to embassy, assistance to clients travelling to Germany, receives calls from Germany
NGO-GI	Required	yes	German language teaching, interpreting tasks, Translating tasks
Translation Agency	Required	yes	Translating tasks, technical writing and editing, transcription
Language & Culture	Required	yes	German language teaching, bilingual secretaryship
Translation Agency	Required	yes	German language teaching

Table 37: Job tasks of employed staff with proficiency/degrees in German (Studies)

The responses from an IT-employer reveal that the employer has at least one employed staff member with a degree or proficiency in the German language, who perform(s) bilingual secretarial duties and also provides technical writing and editing.[410] As shown in Table 37, the common duties assigned to the employed graduates with degrees/proficiency in German include: bilingual secretaryship and German language teaching. Translation and interpretation, technical writing and editing as well as the combination of tasks mentioned by the subject from the 'TradeP' were only specifically required by a few respondents. Nonetheless one could argue that the tasks of a bilingual secretary may, at some point, involve translation and interpretation.

[410] Technical writing and editing involves the creation of written subject-oriented texts, which are targeted at specific recipients for a specific purpose (Göpferich 1998:1).

The next question (no. 8) sought to discover if the interpretative skill was needed and if yes, the respondents were asked to state the frequency of the demand for the services. The options listed were: "Daily, Weekly, Fortnightly, Monthly, Quarterly, Once in a while, No, the skill is not needed" and Other". The results show amongst other things that one of the two IT employers (tagged Tech-IT (1)[411] needed interpreting services, although translation services were not needed. It therefore became essential to compare the translation needs of the different employer categories with their interpreting needs. This is shown in Fig. 33. This response suggests that an employee (or employees) with German and English language competence in the said IT company, who must have been performing bilingual secretarial duties as well as technical writing and editing, was (were) also presumably performing interpreting tasks. Apart from that, three employer categories, the NGO for democracy promotion and development, the financial institution and the trade promotion establishment only make use of both services once in a while.

Another noteworthy issue here stems from the responses from the GI. The response of the director, tagged 'LanCul', showed that translation was required only once in a while, although interpretations were carried out on a daily basis. The responses from the HoA indicated that translations were being carried out weekly, while interpretations were carried out only once in a while. Despite the fact that both responses confirm the use (i.e. provision) of both aspects of language mediation in the GI, they presumably show the difference in the operations of both top management staff at the GI.

[411] See appendix 9 for the specific name of the company.

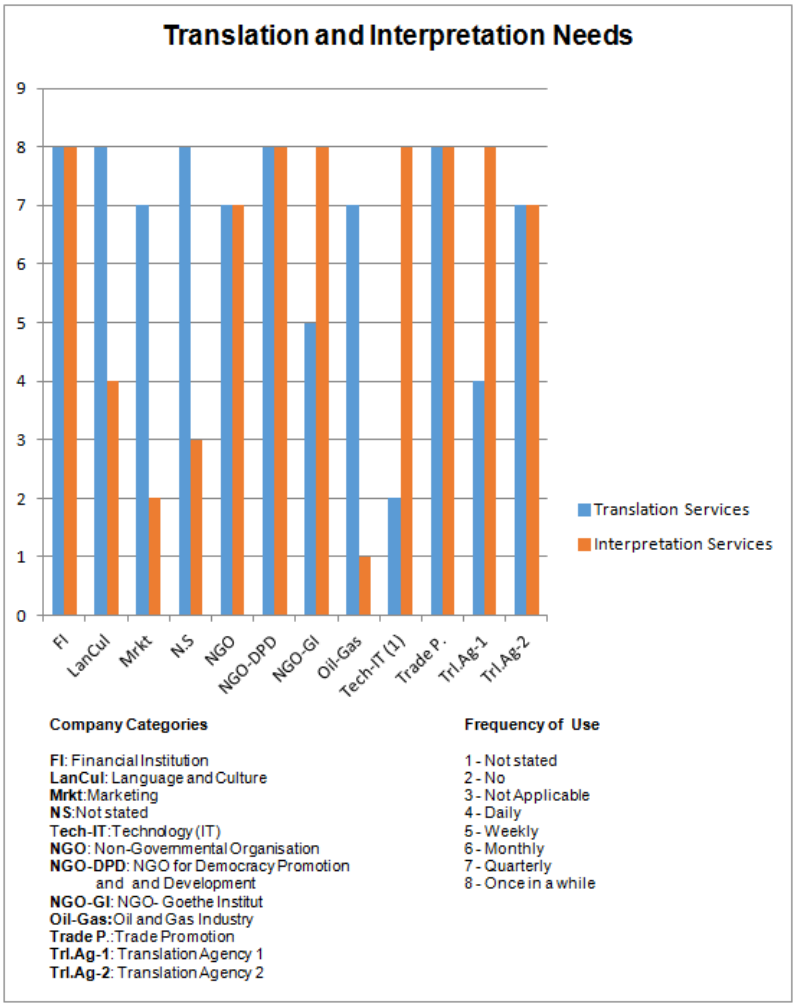


Fig. 33: Language mediation needs of employers

Since the HoA deals directly with the staff, among other things, translation and interpretation activities of the staff members appear to have been reported in the subject's responses. These were juxtaposed with responses from other staff of the GI, who translate[412], and they were found to be similar. The director's responses appear to be a report of personal practices (although there are no additional indications proving this), as they were different from those of the Nigerian staff members and the HoA. The marketing company does not require interpreting services, although it makes use of translation services on a quarterly basis. The response from the unspecified employer category showed that interpretation services

[412] See section 5.2.3.2.1 for details.

were not required. An NGO and one of the translation agencies use both interpretation and translation services on a quarterly basis. Whereas the other translation agency provides translation services daily, while the interpretative service is only given once in a while, the oil and gas employer did not mention the use of interpretation services. From the above, nine employer categories make use of interpreting service, although the demand for this service was generally not frequent. Six of the companies required the service once in a while, two use the service on a quarterly basis while one performs daily interpretative tasks. The answer choices of two other companies are 'no, not applicable', while one did not give any response to the question.

In addition, the companies also had to state if any of their employees are graduates from any of the three universities offering German as a degree programme, or former students of the GI, Nigeria. Only three categories of companies responded as shown in Table 38 (here again, NGO-GI and LanCul count as one. The response from LanCul is unspecific, while the one from NGO-GI is explicit).

Employer Category	**Institution of Employee**
Language and Culture	Diverse
Translation Agency	GI
NGO	University of Nigeria, Nsukka (UNN) University of Ibadan (UI) Obafemi Awolowo University (OAU)
Trade Promotion	University of Ibadan (UI)

Table 38: Educational Institutions of employees with German language proficiency/qualifications

Respondents who selected the answer option 'not applicable' then needed to provide an answer to the the last question on the translation service providers. The answer options were: "foreign freelance translators (FFT), foreign translator agency (FTA), German business partners/friends, bilingual secretaries, Nigerian and German nationals (Nig/Gmn), services of Nigerians, who acquired German language skills while being resident in German-speaking countries (NGSC), and other". Ten respondents found this question (on the translation providers) to be not applicable. Although this question was actually meant for only those who responded 'no' to the previous question (i.e. the question addressing the employment of Nigerian German language graduates), the other 10 subjects responded as shown in Fig. 34.

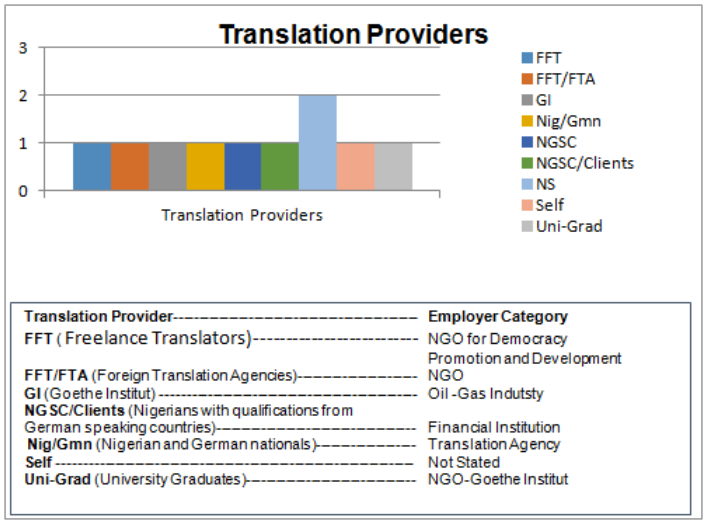


Fig. 34: Translation service providers and employer categories

In Fig. 34, it is clear that two employer categories (the NGO-DPD and the NGO) prefer the services of foreign freelance translators and foreign translation agencies to the translation services by Nigerians. The financial institution's translation needs are either met by Nigerians who studied in German speaking countries or the clients provide their own translators. The respondent working in an unspecified company category performs self-translation. As seen before, the providers of translations at the GI are employing university graduates. An evaluation of the results of the survey of the market demand for translation in Nigeria is discussed in 5.2.3.1.2.

5.2.3.1.2 Discussion of results

The results given above from the survey of the translation market in Nigeria have further established the fact that there is indeed a market for translators working with German language in Nigeria. Although, the size of the data collected is considerably small, the results have shown some of the trends in the Nigerian translation market.

First, the categories[413] of (potential) employers and the responses on their use of translation and/or interpretation services have revealed possible areas in the industry, where

[413] Although 14 were stated, two categories referred to just one establishment, i.e. the GI; hence there are 13 employer categories.

language mediation services could be needed. Although only three organisation offer or have offered jobs to GS graduates, the fact that some other companies obtain translation services confirms the demand for translations from and into German in the Nigerian translation market. The job responsibilities assigned to FL studies graduates, as mentioned by the subjects, is a pointer to skills that graduates of such fields need to acquire.

Furthermore, the demand for translation as shown in the responses is generally low, especially considering the fact that the service is being demanded less frequently than on a quarterly basis by more than 50% of the respondents. The results also showed that there is a lower demand for interpreting services than for translation. Nonetheless, it is clear that the demand for translation and/or interpretation is quite high in one translation agency and in the GI, as they both provide translation services on a daily and weekly basis respectively. This sets the translation agency and GI apart from the other companies and institutions needing translation services. The demand for translation from the perspective of the translation providers is high, while from the perspective of the service users, it is low. The language combinations in demand indicate that working only with German and English may not be a viable career for a translator in Nigeria.

The responses likewise revealed that the developing translation market in Nigeria is shared by both foreign and local translators. The preference for foreign translators and translating agencies by two Nigerian-based German establishments points out the need for development in the translator sector, such that the services of local translation providers can be trusted. Overall, based on the responses from the subjects whose establishments buy translation services, the market for translation is relatively small. Section 5.2.3.1.3 discusses the limitations of this survey.

5.2.3.1.3 Limitations and implications of the study

The unavailablity of an updated list of companies at the initial stages of the field work was a challenge for interviewing as many company representatives as possible. This is because many of the companies on the list were not found. Upon arrival at the field location, some had closed business operations, while others relocated to another address which had not been updated on the list. This, amongst other things, reduced the speed at which the surveys could be completed and caused much time to be lost.

The other aspect of this part of the study, (the feasibility studies on VOTT that was to take place in a workshop with Nigerian students studying German), warranted a constant presence at one of the universities. Having been a member of the teaching staff at the institution, and as a result of the need for more teaching staff members, courses were again

assigned to be taught in the semester. In order to be able to conduct surveys in companies located in other states of the country, and carry out the feasibility studies on VOTT, the assigned semester courses had to be taught and concluded.[414] Therefore, surveys could only be conducted during strike actions by lecturers, student demonstrations and after the completion of the teaching assignments for the semester and the research workshop on VOTT. This resulted in a major loss of the time that should have been used for searching for the companies and doing other research-related tasks. However, without the possibility of teaching in that semester, it could have been impossible to reach the students who participated in the VOTT-workshop. Thus, simultaneously executing two major aspects of the research work did not yield the optimal results.

Moreover, a major deterrent to this study was the environmental difficulties at the different locations for the interviews in Lagos. From the list received from the NGBA, there were 50 German companies in this city. In Lagos, there were continuous untold traffic jams, such that more than four hours were sometimes spent on a spot in order to arrive at the location of the companies where the surveys were to be done. Sometimes the companies had closed operations to the public for the day, before the arrival at the location. This difficulty contributed to the impossibility of getting responses from some of the companies visited. In the case of other companies that were found, company officials, who would be respondents, were either unavailable or were unwilling to give any response. Some of the companies requested a return visit for another date or that an official letter be written in order to communicate the request for the research survey to the companies' administration. These repeated visits however yielded very little results that were not commensurate with the efforts.

Again, after the period of the research visit to Nigeria had ended, the employer list found on the website of the NGBA was used for contacting the selected potential respondents. There were however similar problems as was the case with the contact details in the former list. Emails were written, with introduction letter attached from the supervising professor of this research work. This pursuit, nonetheless, did not yield more results as months were spent writing email reminders and making phone calls. The telephone calls made were relatively

[414] Since there had also not been any scholarship received for this research work, the means of livelihood during this period of the research study was basically the remuneration from the said institution during the three and [a] half months earmarked for the study.

unsuccessful: Many of the calls were either always endlessly forwarded, or the telephone official responded in Hausa, which is not the language of communication being used.

The above-stated challenges explain the circumstances surrounding the process of getting the research data. Thus, one of the goals of the survey, (which was carried out to ascertain the level of demand for translation services in the languages ‘de’ and ‘en’), was not achieved. This is because the number of companies successfully consulted were very few, compared to the number of the listed German companies. Nevertheless, the few results gathered showed some trends of the translation market. Categories of companies, where translations could be needed as well as the duties assigned to staff members with FL skills, point out possibilities that could be used in improving the GS curricula or in designing a functional translation curricula for Nigeria.

In conclusion, the fact that the future of the translation market in Nigeria is directly tied to the development of the nation could be inferred from the results. Regardless of the deplorable state of corruption and violence, and the unpredictable power supply, this development is anticipated. Nigeria has a significant role as the most populous country in West Africa, with potentials for development and offers for foreign investors. Since the environmental conditions discussed above are the results of economic and political instability, which in turn limited the size of the results, future studies on the translation market for German in Nigeria would presumably yield additional results within a sufficient space of time, if financial, material and stability problems are solved. In the long run, this will improve the employment possibilities in Nigeria. Section 5.2.3.2 discusses the second aspect of the survey of the translation market, which focuses on the practice by translators in Nigeria.

5.2.3.2 Translation services in Nigeria

As in the survey reported in 5.2.3.1, there were similar open-ended questions relating to the date of the response, the name(s) of institution(s) of higher learning attended by the respondent, their qualification(s) and subject field(s), the year(s) required to acquire the qualification(s) as well as their workplaces. The survey was also conducted both as interviews as well as by the use of the interview questions as questionnaires. This was because some respondents preferred to fill in a questionnaire rather than to give an appointment for a

telephone interview. Altogether, 17 practising Nigerian translators have participated in this survey, both by means of interviews as well as the questionnaire. 10 translators were interviewed, while seven filled in the web-based questionnaire (see appendix 14[415]). Sections 5.2.3.2.1 and 5.2.3.2.2 centres on the results of the survey as well as their evaluations, respectively. The limiting factors in this survey are discussed in details in section 5.2.3.2.3.

5.2.3.2.1 Translation practice

First, respondents' answers to the question about their institutions of higher learning are represented in Fig. 35. The subjects received their education in Nigeria, Cameroun and Germany. Two respondents listed two universities and thus, were tagged 'Duo-2'. Those who listed three or four institutions of learning were tagged 'Several-3' and 'Several-4' respectively. Since one respondent did not specify the name of the university attended, the response was stated as 'Uni-NS'. Eight translators had obtained a degree in GS from OAU, while four of these acquired further degrees elsewhere. Three respondents mentioned German institutions as partial sources for acquiring their qualifications.

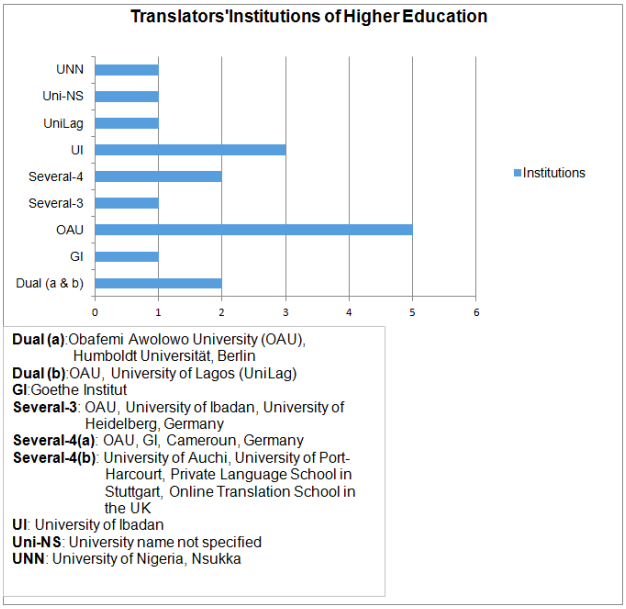


Fig. 35: Respondents' institution of higher learning

[415] See "Questionnaire/Interview questions for Nigerian Translators/Translators in Nigeria".

The survey also sought to find out the educational qualifications of the translators. Responses to this are shown in Fig. 36.

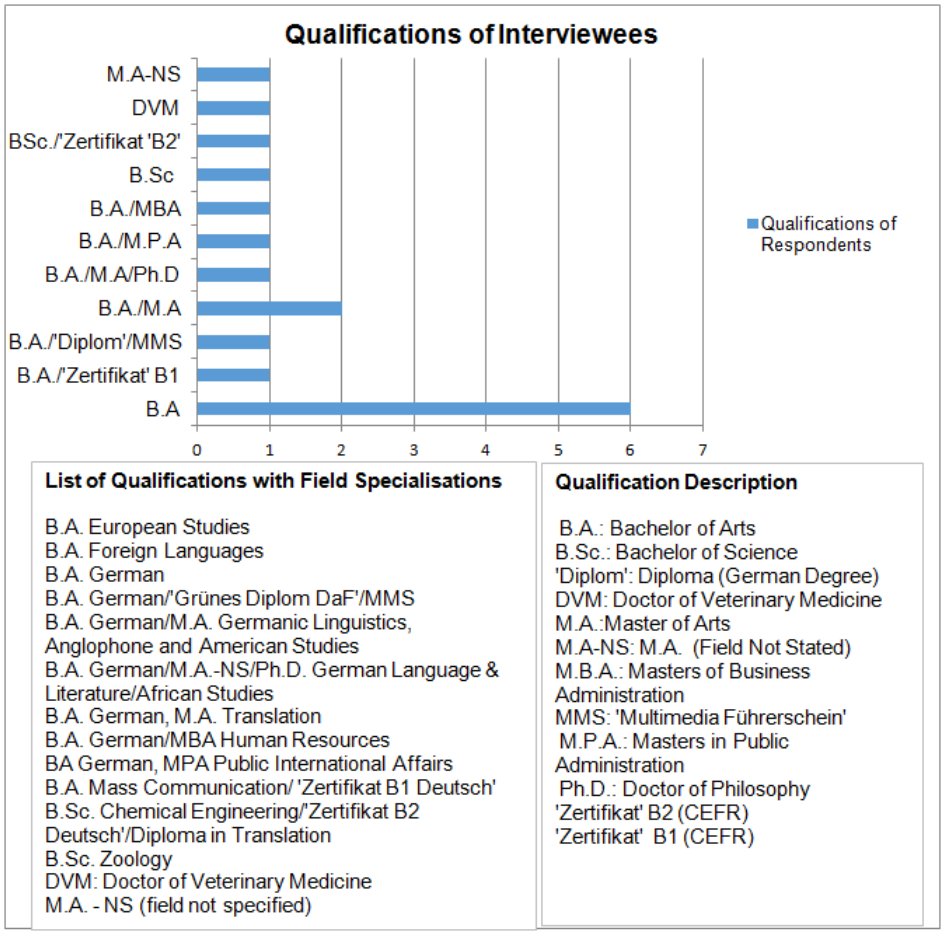
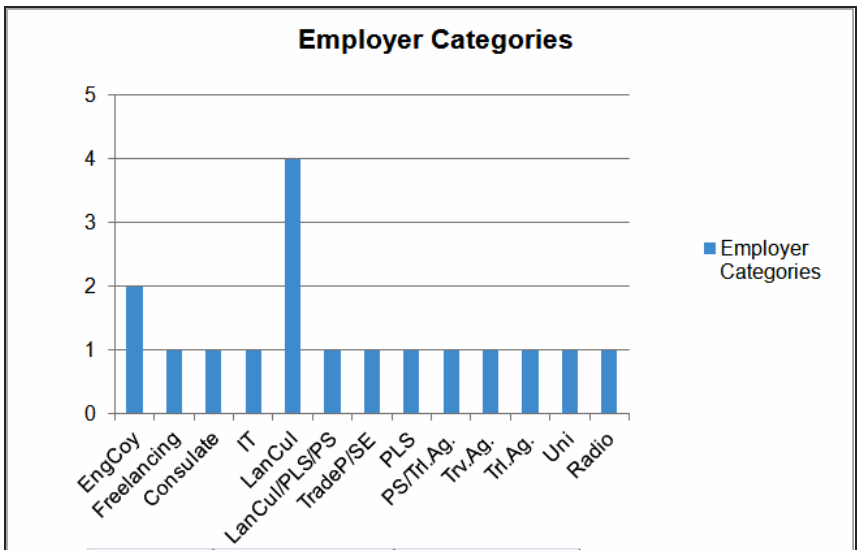


Fig. 36: Interviewees's qualifications

Fig. 36 shows a list of the respondents' qualifications alongside their subject fields. An overview of the level of education is also displayed. The respondent with a B. A. degree in Mass Communication mentioned an early childhood in the northern part of Germany and therefore classifies German as an L1. This subject undertook the B1 proficiency examinations at the GI in Nigeria and has been providing translating services based on this certificate. Another respondent mentions the 'Grünes Diplom' and 'MMS-Führerschein' as qualifications acquired for teaching German at the GI. Altogether, the respondents' profile shows a mixture of degree holders in philological and non-philological fields, culture, and region-related fields (such as European and African Studies) as well as scientific subject fields. Apparently, only one of the respondents had received professional translation training as an addition to a B. Sc. degree. Other respondents' qualification profile suggest that their translating practice is based

on the competences they had acquired from philological studies or certificate courses. In addition, the responses to the question on the year(s) required for their qualifications were diverse and can be viewed in appendix 10.

Moreover, respondents were to state their places of work, so that their employer categories might be identified. Their responses were categorised according to the type of establishments they were working for. This is presented in Fig. 37.



Employer Categories	Code Meaning	Places of work
Consulate	Consulate	German Embassy
Eng. Coy	Engineering Company	Siemens Spring Engineering Ltd.
Freelancing	Freelancing	Freelancer/Private Home Teacher
IT	Information Technology	Phinetec Information Systems
LanCul	Language & Culture	Goethe Institute (GI)
LanCul/PLS/PS	Langaue & Culture/ Private Language Schools/ Private School	Goethe Institute, Richard George Language school Institute, Chris School
PS/Trl.Ag.	Private school/ Translation Agency	The Bells Comprehensive Secondary School/ Bilingual Solution Genius Company Ltd.
PLS	Private Language School	German Language Institute
Radio	Radio Corporation	Voice of Nigeria (VON)
TradeP/SE	Trade Promotion/ Self-employed	Nigerian German Business Association/ Self-employed
Trl.Ag.	Translation	Translation office -
Trv.Ag.	Travelling Agency	Dream Place Travels
Uni	University	University of Ibadan

Fig. 37: Respondents' workplaces and employer categories

The respondent working at the radio corporation is the one working as a translator by means of the acquired childhood bilingual competence in German and English as well as with the aid of the B1 certificate from the GI. The radio corporation in question is the 'Voice of Nigeria', already discussed in section 5.2.2. The highest number of respondents (5) was from the language and culture establishment (the GI), although one of these also works at another private language school and in a private school. Two are employed in engineering and construction companies. Only one respondent worked in each of the remaining employer categories.

In addition, respondents were further required to select their job status, by indicating whether they were registered with any association as freelance translators or not, or whether they were employed full- or part-time. Since there was a possibility of giving a separate response by selecting the option 'other', their answers featured responses such as 'self-employed' and 'Head of Language Department'. This is shown in Fig. 38.

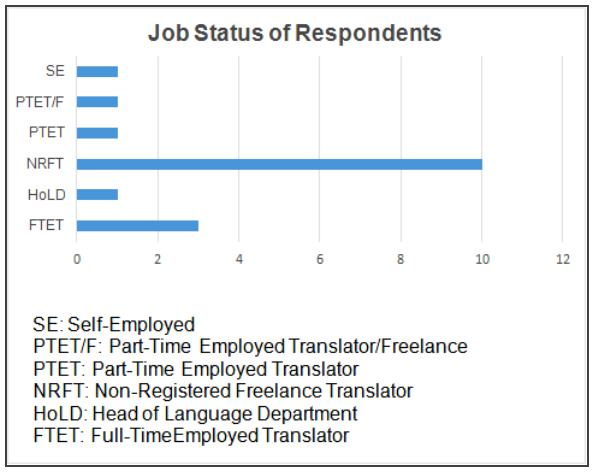


Fig. 38: Respondents' job status

The significance of this finding is that the majority of translators were not registered with any professional body as translators. The only one that was registered, (the respondent, who worked with NGBA), stated that the membership had expired. Subsequently, respondents were to state their years of experience as translators. The years were grouped in Fig. 39 as follows: "less than five years, 5-10 years, 10-15 years, 15-20 years, 20 years and above".

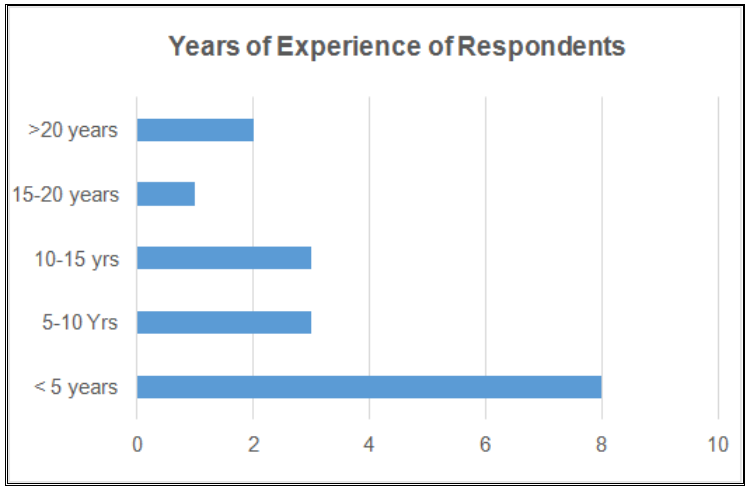


Fig. 39: Respondents' length of job experience

In Fig. 39, it is evident that only two respondents has been translating for more than 20 years. Three respondents has been translating for 10-15 years and another three also for 5-10 years. Eight translators had the least number of years of experience, which was less than five.

Respondents were to select options which best described their job specialisations as translators. Here, it was possible to select multiple options from the list "general documents, technical documents (natural and applied sciences), legal texts, financial/commercial documents". The responses are presented in Fig. 40.

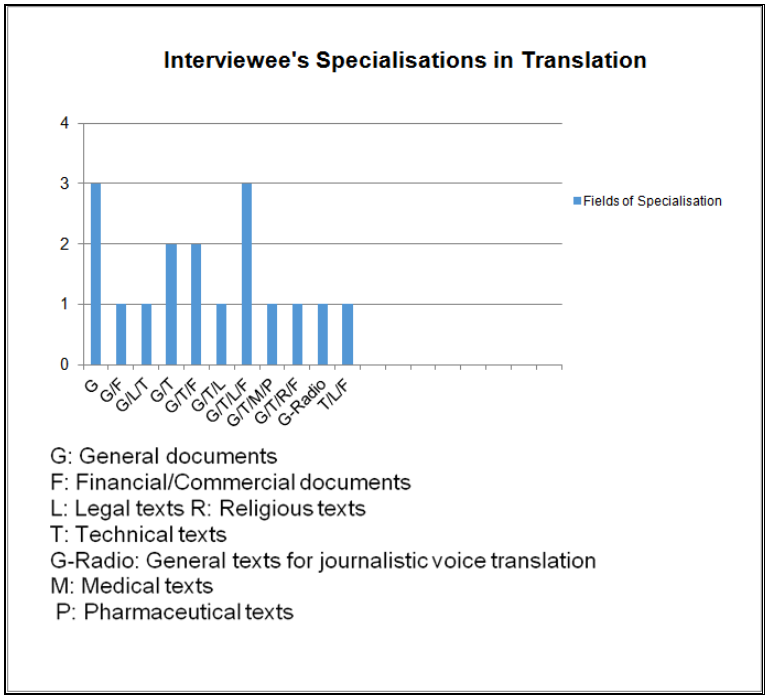
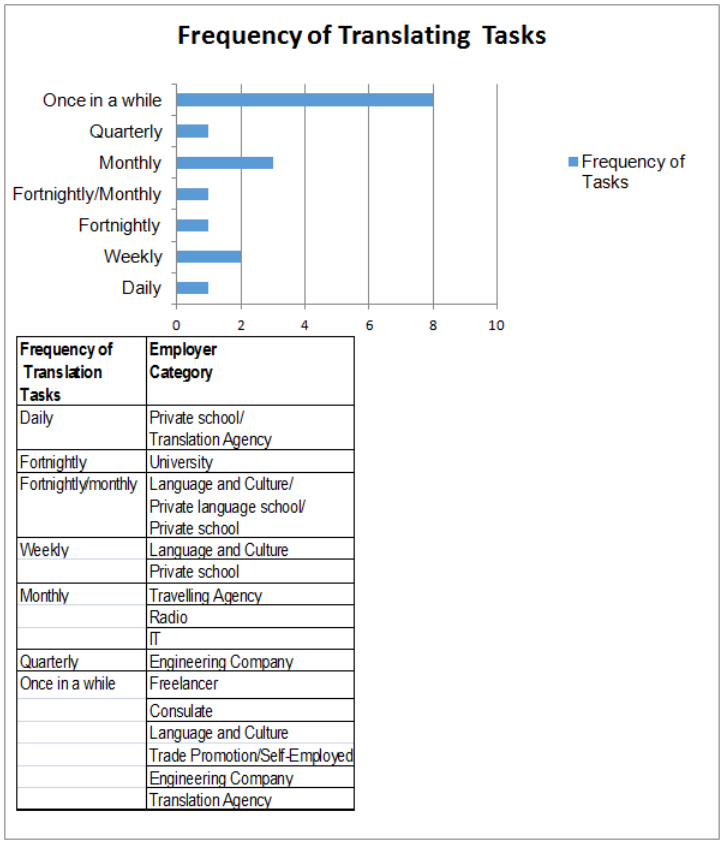


Fig. 40: Respondents' areas of job specialisations in translation

Sixteen respondents, as seen in Fig. 40, translate general texts, one of them being texts for radio broadcasts. Twelve respondents (i. e. 75% of those who translate general texts) do translations of technological texts while seven (i.e. 50%) included financial/commercial texts in their responses. Six translators acknowledged translating legal texts (37.5%). Only two translators mentioned religious texts (6%) and radio texts (6%) respectively. This trend suggests that there is more demand for the translation of general texts than for the other text types. Next to the general texts there is also a frequent demand for translations of technological texts. The demand for translations of financial/commercial and legal texts is lower. The least demanded text types are the religious texts and the radio texts.

Moreover, respondents were to state how frequently they translate, selecting from the options: "every day, every week, fortnightly, monthly, quarterly, once in a while". In the responses in Fig. 41, eight among the translators only translate once in a while. Two translate weekly, while another three translate monthly. The remaining four translate daily, fortnightly, monthly and quarterly respectively.



Frequency of Translation Tasks	Employer Category
Daily	Private school/ Translation Agency
Fortnightly	University
Fortnightly/monthly	Language and Culture/ Private language school/ Private school
Weekly	Language and Culture
	Private school
Monthly	Travelling Agency
	Radio
	IT
Quarterly	Engineering Company
Once in a while	Freelancer
	Consulate
	Language and Culture
	Trade Promotion/Self-Employed
	Engineering Company
	Translation Agency

Fig. 41: Frequency of translation tasks

The respondents selected their working language pair(s) and directions in the subsequent question, making multiple answer selections. Apart from the last answer option ‘other’, the options listed were: “fr-en, en-fr, fr-de, de-fr, de-en, en-de”. Generally, the working languages German and English are common to all respondents. As shown in Fig. 42, two respondents mentioned ‘en-de’ as their only working language direction. Another subject’s language pair and working direction was ‘de-en’. 10 among the 15 respondents work with German and English, translating into both directions. One subject translates in both directions, but has Italian as one of the working languages, with the language direction being ‘it-en’. Two respondents respectively work in the directions ‘ru-en,en-ru/de-en, en-de’ as well as ‘fr-en, en-fr/de-en, en-de’.

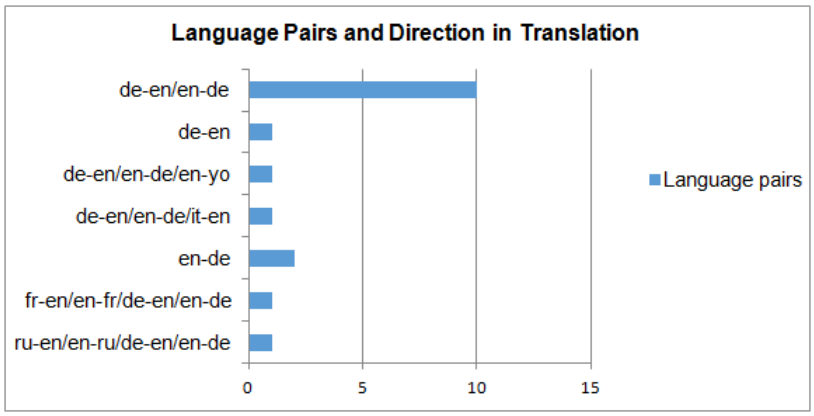


Fig. 42: Respondents' language pairs and direction in translation

Apart from that, respondents were requested to state the translation tools they use. A list of possible choices with a possibility for multiple selections was provided. The options were: “monolingual dictionary, multilingual dictionary, electronic dictionaries, translation software, internet”. Their responses is shown in Fig. 43.

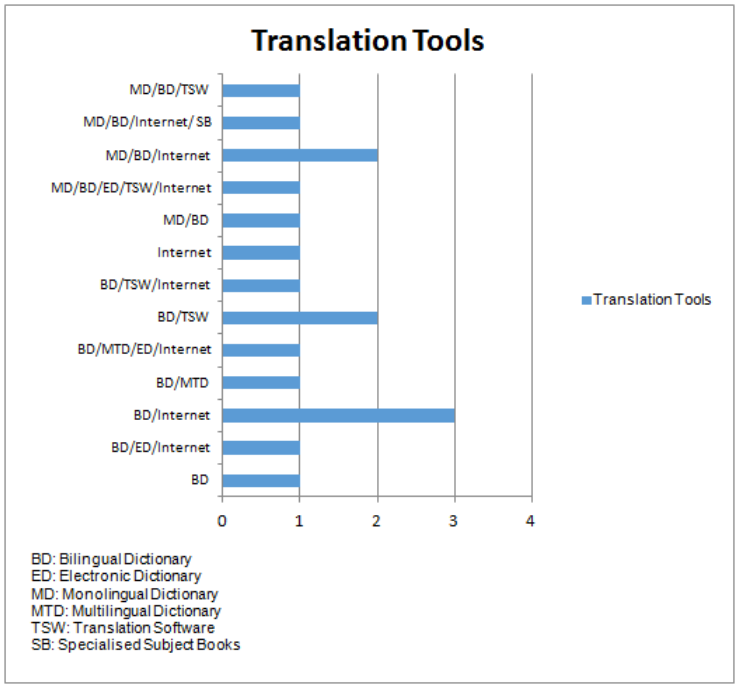


Fig. 43: Tools utilised by respondents in translation

As shown in Fig. 43, 16 respondents make use of a combination of translation aids while translating. Only two subjects make use of one tool, the bilingual dictionary and the internet respectively. The tool combinations include the use of electronic and printed dictionaries, online bilingual and multilingual dictionaries, translation software and subject books. The combination being used by the highest number of respondents is the bilingual dictionary and the internet, mentioned by 11 among them.

Further, respondents, who selected translation software (3) and internet (11) were asked to specify the software names and the website addresses. Table 39 shows nine software applications, one of them being a dictionary and two being translation software on 2 different mobile devices. Apart from the specific software on the mobile appliances, the listed software applications included those that may be installed on PC(s). 12 website addresses were listed in all. Two websites are online encyclopedias in different languages (wikipedia.de/wikipedia.com), and one is a database of translated texts (linguee.com). Three are simply online bilingual dictionaries with multilingual options (dict.cc/leo.org/dict.tu-

chemnitz.de), while five offer online machine translation[416] (babelfish.de/translate.reference.com/google.com/prompt.de/bing.com), with 'prompt.de' also providing an online dictionary and software for download. Two websites offer software applications for offline translations (babylon.com/promt.de).

Internet	Software	Workplace Category
www.leo.org	Ipad/Iphone	Travelling Agency
http://translate.google.com www.bing.com/translator www.linguee.com	Not stated	Consulate
http://translate.google.com http://www.promt.de/ www.babelfish.de	Not stated	Language and Culture
www.dict.cc http://translate.reference.com/ www.wikipedia.com www.wikipedia.de	Not stated	Language and Culture
www.dict.cc	Not stated	Language and Culture/Private Language School/Private School
www.leo.org	Babylon Software	Trade Promotion/ Self-employed
http://translation.babylon.com/ http://translate.google.com	Not stated	Engineering Company
www.linguee.com http://dict.tu-chemnitz.de http://translate.google.com	LocStudio SDL Trados Translation Workspace Translators' Tool WordFast	Private School/ Translation Agency
http://translate.google.com	Not stated	University
Not stated	Blackberry Translator	Radio Corporation
Not stated	Encarta Dictionary	Translation Agency
Not stated	Not stated	Engineering Company
Not stated	Not stated	Freelancing
Not stated	Not stated	Information Technology
None	None	Private Language School

Table 39: Websites and software used in translation

To get a view of the activities of the translators while translating, respondents were requested to enumerate the procedures they undertake while translating. Here it was possible

[416] Machine Translation (MT) entails the automatic generation of TL texts by computer software. The generated texts usually require 'post-editing' (i.e. the adaptation of the output text to meet user needs) since the translation basicly was a substitution of words in the SL by TL words (cf. Somers 2001:137-138, Munday 2009:206, Göpferich 1998:288).

to make multiple selections from the list "actual translation phase, review, research". The illustration in Fig. 44 shows a statement of the tasks done by the respondents.

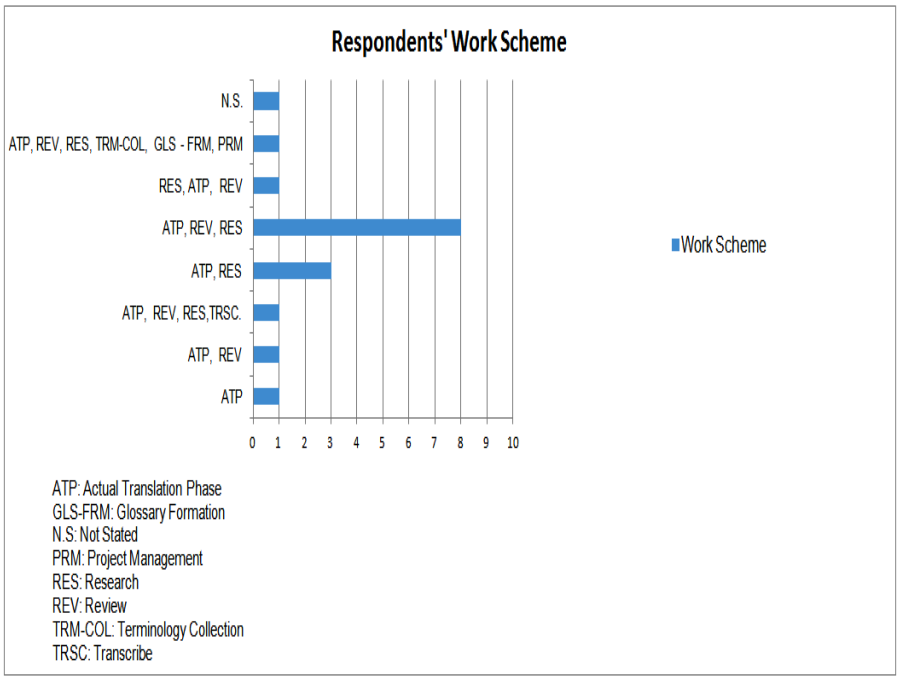


Fig. 44: Respondents' work scheme

Apart from the pre-given answer options, further steps in the translation process of respondents include glossary formation, project management, terminology collection and transcription.[417] These are seen in the translation steps of only two among the respondents, who preferred to fill an online questionnaire (see appendix 14). The order in which respondents carry out each of these tasks is shown in Fig. 45.

[417] The subject, who mentioned 'transcription' had a B. A. Foreign Languages with a work experience of less than five years as a freelance translator and private home teacher.

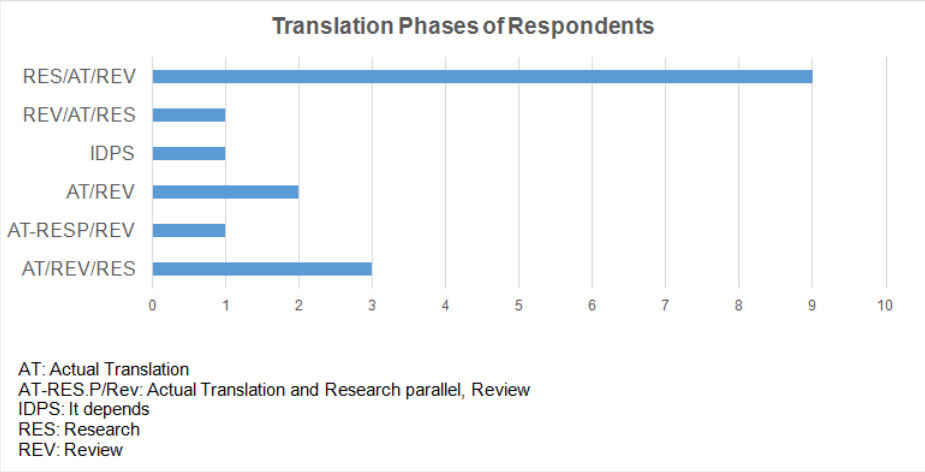


Fig. 45: Phases in the Translation process

The subject, who mentioned that the actual translation and research are performed simultaneously, has had 5-10 years of translation experience in addition to an M. A. degree in Germanic Linguistics, Anglophone and American Studies. This subject was also of the opinion that the personal translation practice has been unprofessional. Apart from that, one subject could not give a definite order in which translation steps are carried out, stating that the order depends in the demands of each ST.

Further, details regarding the cultural exposure of respondents to the environments of any of their working languages were requested. Responses are illustrated in Table 40.

Cultural Immersion	**Length of Cultural Immersion**	**No. of Translators**
No Cultural Immersion	Not Applicable	5
Not stated	Not Applicable	2
Cultural Immersion	< 6 months	4
	Longer than 6 months & < 1 year	0
	Longer than 1 year	6

Table 40: Respondents's experience of cultural immersion

As shown in Table 40, ten respondents recounted an experience of cultural immersion in a native country of their working languages, while five had not stayed abroad. Among those who had cultural immersion, four had stayed in a native country for less than six months, six stayed longer than one year. Two subjects did not respond to this question.

Consequently, interviewees were asked if they have membership in professional translating organisations. Among the 17 respondents, only five have professional

memberships, some of which were online. When asked, two of these respondents withheld information about the specific organization they belonged to. The responses are shown in Table 41

Professional Body	Name of Professional Body	No. Of Translators
No Membership	Not Applicable	12
Membership	NITI	2
	Not stated	1
	Not stated, private	1
	www.proz.com, www.traduguide.com	1

Table 41: Respondents' membership of professional organisation

. It is noteworthy that 'www.proz.com' and 'www.traduguide.com' are only online platforms that offer a range of services to translators, who are members. Translators also meet clients on these platforms. One respondent is a member of the two online communities.

Again, the interviewees were asked if they had undertaken refresher courses or undergone further training in terms of translation. Table 42 illustrates their responses, showing that two subjects have undergone certain levels of further training.

Professional training	Name of Institution	Period of Training/Course	No. of
No additional Training	NA	NA	15
Additional Training	Self-learning	NS	1
	GI/ Department of European Studies, UI	2000-2001/ 2008-2010	1

Table 42 Respondents' further professional training

Finally, the last question was open-ended, so as to allow respondents to give an overall personal assessment of the state of the translation market in Nigeria. The following are a summary of their responses according to the workplace categories. As shown in Table 43, four respondents did not state any personal opinion about the translation market. Two respondents stated that the demand is very low, while two among the respondents working at the GI considered the demand for translations very high. A freelancer and teacher from a private language school thinks there is a considerable market for interpretation too. Three expressed optimism, rating the translation market as 'developing' or 'growing'. The respondent from the trade promotion establishment and one other subject from the language and culture institution mentioned similar opinions, that there is both no institutional certification and structure for translation practice in Nigeria. One of the respondents working with the two engineering and construction companies considered the job as dependent on

relationships with people, who may use the services or connect the translator to potential clients. This is similar to the thoughts of the respondent at the radio corporation, who sees that translators working in establishments do not get translation orders from the public, and that there are only a few people handling translations in Nigeria. This respondent, (who also attended the GI in Nigeria) reported that most of the staff members of the GI handle most of translation orders. Lastly, the subject from the IT company rated the translation practice in Nigeria as average. These results are discussed in section 5.2.3.2.2.

Workplace Category	Comments
Consulate	Not known
Engineering and Construction	Low Demand
Engineering and Construction	Relationship-dependent market
Freelancing	Not known
Language and Culture Institut/Private Language School/Private School	Personal Opinion: High demand
Language and Culture	No certification
Language and Culture	No idea
Language and Culture	Non-professional field, high demand
Language and Culture	Developing market
Private language school/Freelancer	Small market, but more interpretation
Radio Corporation	1. Few translators handling German texts. 2. Goethe Institut often considered a translation centre 3. Employed translators in parastatals are often not patronized.
Trade Promotion/Self-Employed	No institutional structure, individualistic practices paramount
Translation Agency	Not stated
Travelling Agency	Developing Market
University	Low demand, not sufficient for livelihood
Information Technology	The practice can be rated average
Private School/Translation Agency	Uncommon profession, growing market.

Table 43: Overall assessment of the translation practice in Nigeria

5.2.3.2.2 Discussion of results

The trend seen in the data received from this survey point to the fact that the majority of the practising translators (with the language pairs ‘de’ and ‘en’) in Nigeria is not professionally trained. They usually work with the competence they have acquired through FL education alongside other possible non-linguistic skills. This situation of

unprofessionalism in the Nigerian translation practice is however explained by Flynn/Gambier's (2012:93-94) who state that

> "quality or condition, status and competence" are all aspects that are recognised to varying degrees in a society and its institutions (discourses, practices and contexts)" […] competences are developed through training and practice, or even through practice alone, and status is adjudicated and proclaimed either institutionally through accreditation or by popular consent and acclaim (actors, contexts and practices).

With regard to the assessments of the subjects in section 5.2.3.2 and the overview of the Nigerian translation practice (as described in sections 5.2.3.1 and 5.2.3.2, one could infer that the Nigerian translation practice is run by 'popular consent'. Although the need for professional translation services has long been identified, unprofessional translation practice has continued to thrive in Nigerian environments. The assumption that bilinguals can translate texts professionally seems to be the grounds for the continuation of such practices. This problem is however not only limited to Nigerian contexts.

Munday (2010:426) for instance, points out that the lack of the institutional identity in TS as the result of assembling the field and its researchers from other disciplines. This viewpoint can be linked with translation practice in Nigerian by language teachers, graduates, students and by Nigerians who stayed in German-speaking countries. The fact that registration as a professional translator in Nigeria is neither compulsory nor yet 'trendy' permits individuals who have attained a certain level of proficiency in German to perform translation tasks. In addition, the reality that NITI has not yet been recognised as a regulatory body for translators also corroborate Munday's (ibid.) assertion. Thus, there is no uniform accredited standard for translation practice in Nigeria, so that issues of standards and quality are invariably decided by individual translators or translation teams.

Further, the frequency of the demand for translation as seen in the survey is low. Approximately 47% of the respondents commented that they translate only once in a while (i.e less often than on a quarterly basis). The results show that depending on the place of work, demands for translation might be high or low. This means that only the staff of the GI and translation agencies or translators, who are well connected, receive translation orders on a regular basis. The overall response on low market demand is however a pointer to the fact that translation alone (specifically in terms of German and English) may not suffice as a means of livelihood in Nigeria. This is because German does not have the status of a working language in Nigeria and in other national, international and political organisations in West Africa. As a result, the demand for and the provision of translation services in the two language directions

are affected. This also implies that a 'stand-alone' TS curriculum may not be required in the Nigerian environment.

Putting this aside, the results show that there is more demand for translations of general texts, followed by translations of texts from technology fields, financial/commercial texts, with the least demand for legal, religious and journalistic radio texts. There was only one response that included religious texts in the list. Literary texts were not mentioned as part of the specialisations of any of the respondents. This information could be used in planning a functional translation curricula for the Nigerian environment. In addition, a majority of the respondents work in both language directions in Nigeria. The perspective that translators should ideally translate into the native languages (and L2, considering Nigeria's national L2 profile) is significant for translators without the experience of cultural immersion in their working FL in Nigeria. Although the modern day practice in the developed world is characterised also by translation into non-mother tongues (cf. Schmitt 1990:101), the intercultural competence of translators without cultural immersion (which is required for an effective translation practice), cannot be guaranteed. This cannot be overemphasised, especially considering the fact that many of the subjects in this survey have also not acquired any or further training in translation.

Furthermore, most of the respondents combine different translation tools, such as monolingual, bilingual, and multilingual dictionaries, translation software and the internet (online glossaries, a contrastive ST and TT database, machine translation). The fact that only two respondents mentioned the use of the contrastive database shows the limited knowledge available on further useful translation aids. Moreover, academics in TS have criticised the use of bilingual dictionaries as unhelpful in translation because they contain mere listings of non-contextual and non-associated lexemes, which are listed as TL options for ST terms (cf. Nord 2002:52-55). In place of a bilingual dictionary, a contrastive database and a monolingual dictionary were considered better (ibid.). In addition, the use of online MT tools (as mentioned by subjects) typically requires pre- and/or post-editing (cf. Somers 2001:137-138). Where a translator is not trained, becoming acquainted with translation tools and functional translation can only take place over a long period of time. Thus, the quality of the translation services of the subjects may not be guaranteed.

The validity of these results may be further measured by a comparison of the results from the different employer categories with those of the translators. This comparison gives a picture of a translation market with a low demand for translations in the language pair 'de-en'. Although there are translation needs, these needs are usually met by bilinguals and/or multilinguals. These trends seen in translation practice and the needs for translation in the

Nigerian labour market reveal the following: The GI, Nigerian university teaching staff in FL departments, GS graduates, private language schools, few individuals with German language proficiency in various establishments and translation agencies are the fundamental providers of translation services in Nigeria. Since most of the respondents work using their acquired language skills from the GS programmes, it is thus clear that there is the need to incorporate professional translation skills into the GS curriculum. This will boost the academic and professional profile of graduates from the study programmes.

In summary, the translation market revealed in the survey described above is not developed yet. Considering the frequency at which other translators (apart from the staff at the GI) get translation orders, the market demand is very low. Although this conclusion is based on the very limited sample collected, it is apparent from the results, that there is a low demand for translations of texts involving German in the Nigerian translation industry. In spite of the significance of the data size, it provides a current picture of the translation sector (German and English) in the Nigerian industry, which is necessary for seeking further development in the subject field. Again, the trends deduced from the results on the qualification of the translators show that many of them are not professionally trained. Section 5.2.3.2.3 discusses the limitations to this survey.

5.2.3.2.3 Limitations and implications of the study

As in the survey of the need for translation by the German companies in Nigeria, the data size in this survey is also small. The reason for this problem is that individuals working with German and English are not registered with NITI as shown in the responses of some of the subjects. Therefore, the search for translators could only be done through enquiries from acquaintances and willing individuals in FL educational programmes. After internet searches for freelance translators, several attempts were also made through telephone calls and emails to individuals.

A telephone conversation with an official of NITI revealed that there was no registered translator working with German in the membership list of the establishment. Other telephone calls also yielded very little results, as some translators did not want to participate in the survey, in spite of the introductory support letter, received from the professorial chair

supervising this research work. A possible explanation for this might be that some of them may have considered the survey as an exposure of their translation practices.[418] Although there may be a larger number of individuals translating from and into German in Nigeria, generalisations cannot still be made about the numerical strength of translators working with German and English or about their overall translation practices. Translation in Nigerian educational institutions will be discussed in section 5.3.

5.3 Translation in Nigerian educational institutions

Translation in Nigeria as discussed in section 5.2.2, is performed both by untrained as well as by a few trained translators. Since many Nigerian translators have only acquired skills in FL, it becomes imperative to examine the translation field in Nigerian FL education with regard to the language pair 'de' and 'en'. In section 5.3.1, translation as a course in Nigeria will be discussed.

5.3.1 Translation in Nigerian academia

Professional translation, as discussed in section 5.2.3.2 is presently still in its initial stage of development in Nigeria. The historical beginning of translation in Nigeria featured basically two aspects apart from general translations (i.e. translation of official documents). These include Bible translations and literary translations. Literary translations featured especially in Nigerian academic settings, where many of Nigerian scholars worked on translations of African/Nigerian literature (either through translating or criticising and discussing translated works (see section 5.2.1-5.2.2). Literary translation still appears to enjoy a monopoly in the Nigerian academic environments and is seemingly the only type of translation commonly found, discussed and published in Nigerian academia, so that it is sometimes taken to be the 'whole subject', whereas it is simply an aspect of TS. Since Africa on the whole has a rich oral culture, which is being translated into literature (i.e. written text)

[418] For instance, a lecturer in one of the institutions where German is offered at degree level rejected the plea to fill the questionnaire or give room for an interview. The reason was that, although translations had been done in the past by the individual for a state government, the survey was considered rather professional, thus, not meant for non-professional translators.

through non-Nigerian languages, discourses on literary translation have indeed become an established practice in higher institutions.

There have however been further developments relating to translation in educational settings. Several Nigerian universities now run undergraduate and postgraduate level courses in translation and as part of FL studies, especially in French, the first official FL in Nigeria, but also in German (see section 5.3.1.2) or other FL in Nigeria. An internet search reveals a result of private and public universities with translation curricula that feature both the theory and practice of translation in their course codes and course descriptions[419]. With respect to the roles of English language as discussed in section 5.1.1.1, many GS students in Nigeria use English as their L2, as their language of habitual use through elementary, secondary and tertiary education. Therefore translation from and into any other FL is based on their proficiency as L2 users of English. Similarly, Nigerian trainers in the subject of translations are typically L2 users, whose working languages include English. According to Kelly's (2000a:190) perspective, translator trainers must be native speakers or habitual users of the TL. This condition is fulfilled by Nigerian linguists teaching translation into English.[420]

However, questions about standards, quality and scope of work are raised, when issues of the qualifications and the translating experience of educators, the facilities available for teaching and learning, classroom practices and the provisions for quality assurance are underlined. Ogbulogo (2012:21), for instance, notes that at the University of Lagos (UniLag), Nigeria, where the curriculum featured many aspects of translation, there has been no feature of practical work with the computer. This implies that future translators being trained in such institutions to compete (as a freelancer) in the African/world market are not being exposed to or become familiar with CAT. Casting a glance at the Master's degree programme in translation at the University of Ibadan (UI),[421] one is bound to encounter issues that give a

[419] See http://www.nda.edu.ng/faculties.php?pid=34&cid=150 and http://www.nou.edu.ng/NOUN_OCL/pdf/pdf2/FRE%20301_DIRD.pdf

[420] One may however also raise a question on the variety of English being used in Nigeria, a variety which could pose a problem in terms of cultural realia that may be unknown in international contexts. The necessity for including English varieties within the outside circle of English users in TS has been discussed in Oyetoyan 2013:407-421.

[421] This is the premier university in Nigeria, founded in 1948. It is located in Ibadan in the south-western part of the country, known as the largest metropolitan geographical city in Nigeria. Translation curricula for the master's degree has been accredited at this institution. The M. A. Translation curriculum for German was selected because it is the only university (among the three Nigerian universities offering German at the degree

picture of different aspects of the situation in educational institutions in Nigeria, even at 'higher degree' levels. Therefore, section 5.3.1.1 discusses the master's degree curriculum on translation in Nigeria.

5.3.1.1 M. A. Translation – University of Ibadan

The University of Ibadan offers three different degrees in translation, namely: M. A, M. Phil and Ph. D degrees.[422] The website highlights show M. A. Translation both in French and Russian, while only the description included German. The duration of the M. A. programme is one year. There was no specificity regarding the languages involved for translation at the M. Phil and Ph. D levels. The short description of courses as found in the Faculty of Arts Brochure[423] featured seven core translation courses, consisting of four theoretical and three practical courses.[424] This course description does not specify the semesters in which the courses are taken. Among the theoretical courses, one was an elective, while the three others were prerequisites. One practical course was also an elective. The terms 'compulsory', 'required' and 'elective' were used to categorise courses according to their levels of necessity. Compulsory courses must be taken and passed, required courses must be taken, but not necessarily passed, while electives are simply taken to fulfil the total number of credit requirements (University of Ibadan 1986:1, cited in Witte 1996:143). Since this curriculum will be evaluated as it is the one used for three European languages (French, German and Russian), below is a list of the core translation courses, their descriptions and their

level) that offers a Master's degree in Translation apart from the translation courses offered as part of the course requirements of undergraduate degree programmes.

[422] See: http://arts.ui.edu.ng/academiceuro.

[423] This brochure was received from a seniour lecturer in the Department of Modern European Languages, University of Ibadan on request, for the purpose of this research work.

[424] See appendix 11 for a scanned copy of the curriculum. It might be important to note that the current postgraduate teachers listed on the university's website, (seven in number) all have long years of teaching experiences with research specialisations in French and Russian studies, language, literature, stylistics, applied linguistics and translation. Four of the teachers are specialists in French, while the other three specialise in the Russian language. In both groups, only one teacher each has translation as a research subject. See: http://pgschool.ui.edu.ng/index.php/academics/faculties/arts/european-studies. It is important to mention that an on-the-spot report of the staff situation (in terms of translation teaching) by a seniour lecturer at the university in 2011 shows that one of lecturers with research specialisations in translations has retired from service. This report (in an email) showed that the said lecturer was mainly responsible for teaching translation theories. Based on that report, there have been no lectures held for M. A. Translation (German) since the retirement of the said lecturer. The information on the website was not up-to-date as at the time of these findings.

categorisations. Other courses that relate to language skills or than can broaden the knowledge of the trainee translator as listed in the curriculum are also listed as from number nine below.

1. Theories and methods of translation: History and development, traditional/modern views and methods, principal theoreticians and traditions. Compulsory, 30 hours of theoretic teaching, three hours[425] per week.
2. General translation I: Text analysis (structural, semantic and stylistic), with samples of different language registers, practical translation, L1-L2. Compulsory, 30 hours of practical teaching, three hours per week.
3. General translation II: Text analysis (structural, semantic and stylistic), with samples of different language registers, practical translation, L2-L1. Compulsory, 30 hours of practical teaching, three hours per week.
4. Technical translation I: Analysing and translating technical texts of various disciplines, L1-L2. Required, 30 hours each of both theoretical and practical teaching, three hours per week.
5. Technical translation II: Analysing and translating technical texts of various disciplines, L2-L1. Elective, 30 hours of practical teaching, three hours per week.
6. Seminar on translation: Seminar on an approved topic on translation. Required, three hours per week.
7. Machine translation: Introduction to word-processing techniques and other forms of Machine-aided translation (MaT). Elective, 30 hours of theoretic teaching, three hours per week.
8. Literary translation: Analysis and practical translation of literary texts. Required, 30 hours of theoretic teaching, three hours per week
9. Contemporary France and Francophone Africa: Survey of: modern-day France, Francophone Africa since World War I and chronological frameworks of trends and developments (political, economical, social and cultural fields). Elective, 30 hours of theoretic teaching, three hours per week.

[425] Note that one lesson period in the Nigerian university teaching context amounts to 60 minutes. This is different from the lesson periods in Germany, which actually last only 45 minutes per lesson period (see section 4.1).

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10. Specialist subject areas: Introduction to specific areas such as agriculture, social sciences, technology and the sciences. Elective, three hours per week.
11. Second language studies: Required, three hours per week
12. Meaning in Language: Required, three hours per week.
13. Pragmatics: Elective, three hours per week.
14. Comparative stylistics, German/English: Elective, three hours per week.

As an obligation for the conclusion of the master's degree programme, students are required to execute a special written project (Master's degree thesis), which may involve "a criticism of a published translation, a glossary of a field or a study of a linguistic, stylistic, semantic or theoretical problem related to translation" (see appendix 11 for the curriculum). Apart from the special project (the thesis), there are seven courses altogether being offered in both semesters.

In the first instance, terms such as L1 (English), L2 (French or German or Russian) were used, whereas L1 is typically used in Linguistics as a representation for the mother tongue. The point here is that Nigerians generally do not speak or use English as their L1, even though English in Nigerian official settings is a language of habitual use. The fact that a typical translation classroom in the universities may involve multilingual students, using more than one indigenous Nigerian languages, already refutes the tagging of English as L1. While this may be understood by Ukoyen's (1979:73) explanations on the juxtaposition of the English language with the native language(s) in Nigeria, it might still be counterproductive to view English as L1 in the translation classroom, considering the fact that many Nigerian students nowadays are rated average or even far below average in tests and examinations on the use of English (cf. Tom-Lawyer 2014:70). Rating English as L1 in the translation classroom therefore reduces the awareness of the need to acquire more advanced proficiency in English, such as in technical English or English for special purposes. Such progress might however be necessary for attaining a proficiency level necessary for practising translation professionally. Thus, the use of appropriate terminology both in the curricula and in the classroom is requisite. Instead of writing English as L1, L2 may be used and other languages may be represented as FL1, FL2.

In addition, considering the vastness of traditional and modern translation theories and practice, one wonders if every aspect of translator education could be covered well in only one year of study, such as described in the curriculum at UI. The question of the quality of the training arises. Looking at the courses listed above, courses numbered 5, 7 and 13 are electives, and therefore, there is a probability that students might not take more than any one of them. Course number five is a purely practical course (technical translation), but an

elective. Course number seven barely gives a theoretic introduction to machine aids for translating, without practical sessions. Course number 13 (Pragmatics) is simply a non-required lecture.

These three elective courses are major aspects of translation practice in the globalised era. Technical translation, which by extension might involve technical writing and editing, is key in translator education by developed world standards. CAT is an important compulsory aspect of translator training in westernised countries. Therefore, a mere introduction and theory-based teaching may not be sufficient for the would-be translators. Since Africa is part of the globalised world, where Nigeria as a country plays a key role, issues of website localisation are key in translator education. It is however impracticable to only include this in the MaT course as theory.

Moreover, in today's world, the pragmatic use of language differs in different societies. It follows that a trainee translator needs competence in language use in the cultures of the working languages. Since students are not compelled to take any specific elective course, one would ask how trainees will acquire pragmatic competence necessary for translating, if the elective course is not chosen and if students are not exposed to the natural environment where the FL is spoken, to enable them to be immersed culturally. It is noteworthy that course number 9, literary translation, is a required course. Tagged a theoretical course, its description includes practical sessions. That it is requisite shows the fact that literary translation is rated higher than machine translation and pragmatics. One is then bound to ask why literary translation (which seemed to be at its peak in Nigeria in the pre-independence and the post-colonial eras) should be compulsory while machine translation, the trending aspect of contemporary translation, remains an elective.

Furthermore, course number 10 is also an elective and gives an introduction to specialist subject areas. In terms of translation today, one would expect that the fields of law, medicine and religion are included in the disciplinary fields, such that it may be customised to suit Nigerian purposes. This is because these fields are not only some of the texts types used in contemporary translator education programmes (except religion), but they are particularly useful areas in Nigeria, as reflected in the results of the survey among Nigerian translators. In addition, the translation programme offers an intercultural course on Contemporary France and Francophone Africa. There was however no similar course for German.

In summary, there is evidence in the curriculum content that some modern aspects of translator education are not considered. Thus a translator, who has been trained using such a curriculum, may not be competent enough to handle translation briefs from customers or agencies with legal documents or for issues on customizing websites of 'Made-in-Nigeria-

Products' for an international market. It is also problematic, that aspects of translation subjects, which are relevant for the immediate Nigerian environment, are not reflected in the curriculum. For instance, radio broadcasting in Nigeria involves the services of translators. One would expect that journalistic translation would be a core subject in the translation curriculum. Apart from this, the Nigerian Video Film industry has been thriving and is now known both within and outside Africa. AVT has thus become an inevitable aspect that should be part of the curriculum, but that has not been included in the curriculum planning. In addition, one is confronted with the fact that lessons are planned and taught subjectively, regardless of the curriculum. Teachers are generally not trained translators themselves. The lack of qualified staff thus still poses a problem to the execution of the translation curriculum, even if it is reviewed and re-planned.

On the whole, although the UI curriculum for a Master's degree in translation already provides a basis for studying translation, it may not yet be described as qualitative translator education, considering the factors of curricular content, cultural distance from the TLC, staff and the media infrastructure needed for such training. Section 5.3.1.2 centers on translation in the B. A. German Studies curriculum in the three featured universities.

5.3.1.2 Translation in B. A. German classroom

As discussed in Chapter 1 and also supported by Witte (1996:134-138, 2001:1628), courses of study are always associated with the material gains that could accrue afterwards. Owing to the fact that students' motivation for studying German is often associated with a future career, translation as one of the job possibilities based on proficiency in both German and English languages (and cultures) is certain to be considered, especially since it is included in the curricula. The discussion about the translation course cannot be overlooked, especially considering the fact that translation briefs from other members of the public are often received and processed by German language teachers, graduates and students.[426] However, since

[426] As stated by Ukoyen (1979:74), the FL teacher teaches translation as part of his teaching responsibilities, but also translates as a freelancer for the public, when his services are demanded. In addition to this, from the experiences as an member of the teaching staff between 2002 and 2007, there were instances when payments for offical translations were made by the university to staff members. Apart from this, members of the public simply brought letters, excerpts of texts written in German language as well as manuals of imported second hand machines and cars for translation into English by both students and staff of the said department.

translation pedagogy in Nigerian settings is often handled by FL teachers, who are not necessarily trained in translation, academic reports on translation teaching within GS are rare. Witte (1996:148) for instance notes that the translation courses are simply a combination of language and literary tasks, a practice that has been in existence in the universities even in the eighties (Iheakweazu 1984b:269, cited in Witte, ibid.). A more recent report by Mayanja[427] (2011:11) states: „Im Germanistikstudium an zahlreichen Hochschulen Afrikas werden lediglich Übersetzungsaufgaben erteilt und bestenfalls eine kurze Einführung in die Übersetzungstheorie angehoben." Manyanja's (ibid.) report shows very slight development, compared to Witte's (1996:146). Course descriptions of translation in the B. A. curriculum can shed more light on this, Therefore the theme 'translation' in the curricula of the three universities, (where German is offered at the bachelor's degree level), will be discussed in this chapter.

The academic programmes for the award of a bachelor's degree in German at the University of Ibadan (UI), the University of Nigeria, Nsukka (UNN), and the Obafemi Awolowo University (OAU) all feature a common goal in relation to translation, namely: to impart basic translation skills to students.[428] These universities offer German as a single or combined honours degree with another language over a period of four years respectively with two semesters in each year. These two semesters are generally known as Harmattan and Rain Semesters respectively at the OAU and UNN. At the UI, it is simply tagged 'first and second semester. Unlike German universities, where the modular system is used, courses are generally planned to be taken in sequence in the three universities. Another common attribute at these three universities is that the third year of studies is held at the GI, Lagos, rather than at the respective institutions.[429] Therefore, while students could acquire more 'non-translation-related' language skills at the GI, translation-relevant courses, scheduled to be taught in the

[427] Shaban Mayanja holds a Ph.D degree in GS. He was the DAAD lecturer at the Obafemi Awolowo Univerisy, Ile-Ife from 2007 – 2010.

[428] See http://unn.edu.ng/department/foreign-languages-and-literature, http://www.oauife.edu.ng/academics/calendar.pdf, http://www.ui.edu.ng/files/EurpeanStudiesBACourses.pdf

[429] At the inception of the German language programmes in the three universitites, students had the opportunity to participate in the Year-Abroad-Programme (YAP) for cultural immersion in German language, spending one year in [a] German universities abroad. Over the years, this was cancelled and replaced with the Equivalent Year Abroad Programme (EYAP), which holds yearly at the GI, Lagos, Nigeria, lasting an academic year i.e. two semesters (cf· Witte 2001:1629). As a graduate of the B. A. German Studies programme, who had also undertook EYAP at the GI, EYAP was simply an intensive German language course, at the end of which one could obtain an international GI language certificate.

fifth and sixth semesters at the three universities, are left untaught. This is because the GI in Nigeria basically operates based on its own language teaching curriculum, which does not include translation learning. On the contrary, the GI provides an intensive language course and prepares university students for the B2 German language certificate examination.[430] Table 44 shows the translation-relevant courses[431] in the three universities.

University of Ibadan(UI)/(Semester)	**Obafemi Awolowo University (OAU)/(Semester)**	**University of Nigeria (UNN)/ (Semester)**
Practical translation/(3)	Not applicable	Not applicable
Comprehension and textural analysis/(4)	Not applicable	Not applicable
General Translation II/(6)	Not applicable	Not applicable
General translation I/(5)	Not applicable	Not applicable
Business German I/(5)	German stylistics I/(5)	Introduction to Translation I/(5)
General Translation I/(7)	German scientific and technical language/(6)	Introduction to Translation II/(6)
	German stylistics II/(6)	
	Cultural studies/(6)	
General Translation II/(8)	Advanced Translation: German into English/(7)	Advanced Translation I/(7)
Business German II (7)	Advanced translation: English into German (8)	Advanced Translation II (8)
Not applicable	Not applicable	World Literature in Translation (8)

Table 44: Translation-relevant courses in the Nigerian B. A. German curricula

The translation-relevant courses in the three universities will be discussed further in the subsequent sections. Section 5.3.1.3 focuses on translation in the B. A. courses at the UI.

5.3.1.3 University of Ibadan (UI)

The UI currently offers 'eight'[432] courses which, based on the course titles and descriptions, are relevant for imparting translation skills, right from the third semester of the

[430] Based on results processing witnessed as a staff member of the Department of Foreign Languages, Obafemi Awolowo University, a so-called 'synchronising' of the results of continuous assessments tests, sent from the GI to the different universities was always carried out. At the OAU, by a specific formula, the results are divided by the number of courses slated for the third year of studies, so that there may be an entry of grades for each course in the third year.

[431] While some of these courses are not expressly tagged 'translation-relevant' in their respective curricula, for the purpose of this research work, these courses have been identified as such, based on their titles and descriptions.

[432] As explained above, although not feasible, two translation courses are simply on the list of courses for the third year.

bachelor's degree programme.[433] While the courses are arranged with sequential course codes, they do not necessarily determine the semester in which the courses are taken.[434]

According to the curriculum, from the third semester of study students are offered at least one translation-relevant course, with a duration of two or three hours each week in every semester. In the second year of German language study (the third and the fourth semesters respectively), two courses are offered. 'Comprehension and textural analysis', a compulsory two-hour-course is meant to teach textural analysis with various registers for a critical appreciation of the text contents. 'Practical translation'[435] is offered as an elective course of a duration of two-hours. Its focus is an introduction of students to techniques of translation, alongside practical sessions in the language direction de-en.[436] The schedule of courses for the third year also include two general translation courses in both language directions 'de-en' and 'en-de'. A specialised language course, 'Business German' (Deutsch für Unternehmer), is also offered. These three are all electives and have a teaching duration of two hours per week. The fourth year course catalogue shows three translation-relevant courses, namely: two general translation courses in both language directions (required courses) and an advanced course (an elective) in Business German. Apart from other German language learning courses, these courses are taught within a teaching duration of two hours per week of the semester. Since most learners first encounter German at university, in the course of the second year they attain the language competence levels B1, according to the CEFR.[437]

Nevertheless, there is no certainty that the courses listed above are being taught as laid down in the curriculum. Witte (1996:148), who taught students German at this University for several years, points to this fact while giving reports on a curriculum in the past:

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[433] It is also noteworthy at this point, that most of the Nigerian students who gain admission to study German encounter the language for the first time at university. However, the fact that they might have encountered the language through other means cannot be ruled out.

[434] This means, for instance, that courses ESG 101 and 102, may be taken in the same semester, depending on the the course contents and the lecturers. This information was provided by a teaching staff member of the department. See appendix 15.

[435] It is noteworthy, that this course emphasises the lexis, syntax and the semantics of both English and German.

[436] The emphasis is placed on intra-textual properties of text (lexis, syntax and semantics) in the two languages.

[437] The CEFR's Can-Do-Statements are the basis on which the textbooks used are produced. It is therefore only logical that the CEFR be used in planning and executing curricular plans, since the languages being taught are European. However, even in the curricula, the CEFR is rarely mentioned. It is also not obvious that teachers are aware of the CEFR and possibilities for its application in German language learning and teaching.

> So wird der 'Textual Analysis' (Kurs MLG 103) an der Universität Ibadan häufig den Erfordnissen des sprachpraktischen Kurses MLG 101 ('Practical German 1') untergeordnet, d.h. er dient die Fortführung des MLG 101-Unterrichts, wobei zur Camouflage gelegentlich groesseres Gewicht auf Textteile des entsprechenden Sprachlehrwerkes gelegt wird.

As it were, courses to be taught in a semester are said to be 'pragmatically' determined based on the content and the available lecturers.[438] Thus the teacher, not the curriculum, ultimately determines the actual scope and the detailed contents of the courses for didactic sessions. Considering the fact that pedagogical qualifications may not be required for the employment of teaching staff in FL departments in Nigeria, it is doubtful that they really know how to approach these courses (cf. Witte 1996:259-260). The three translation-relevant courses in the fifth and sixth semesters (EYAP semesters) are usually not taught, since students are engaged in intensive language courses at the GI, Lagos. In reality, only five translation-related courses are taught in contrast to the eight courses listed in the curriculum for the B. A. German programme. One could also further question the fact that only the second year course 'Reading comprehension and text analysis' is compulsory (i.e. must be passed), while others are merely required (must be taken, even if a pass is not obligatory) or are electives.[439] Further implications of the state of translation teaching in the B.A German programme at UI are treated in section 5.3.2. In 5.3.1.4, translation in the B. A. German curriculum at the Obafemi Awolowo University shall be discussed.

5.3.1.4 Obafemi Awolowo University (OAU)

As shown in Table 44, the OAU has, as part of its curriculum for B. A. German, six translation-relevant courses.[440] Courses at the OAU have sequential codes, which are pointers to the semesters in which they are taken. Course codes ending in odd numbers are taken in the Harmattan semester (first semester), while those ending with even numbers are taken in the Rain semester (second semester). Four of these courses are scheduled to be taken in the third year of study, which takes place at the GI. Therefore, these courses are not taken in the third year. In retrospect, as a former student at this institution, third year translation courses were

[438] This information was given by the said lecturer at the said University.
[439] There are two other courses required and the remaining two are simply electives. See also Appendix 1, report 3.
[440] See Appendix 15 for a full description of the six courses.

traditionally taken in the two semesters of the final year of study. However, in recent times, the courses 'German Stylistics I and II' have replaced the translation courses.

The fourth year syllabus features two translation courses tagged 'Advanced Translation' in the language directions German and English. For instance, the following course in the Harmattan semester is described thus:

> The course will revise the various definitions of translation and the possibility or otherwise of translation. Some syntactic problems of translating from German to English will be highlighted. Students will undergo an intensive practice in translation from German to English, employing theories and principles already acquired. Passages from various disciplines will provide material for the exercise.

The course description for the advanced translation course in the Rain semester is the same, with only a change in the language direction. Since there has been neither an introduction nor an intermediate course in translation in the previous years and/or the fourth year study curriculum, the possibility of imparting such an 'advanced' level of knowledge to students within their final study year could be questioned. This is further supported by Mayanja (2011:11)[441]. Translation tasks are simply given to students, and if at all, only a brief introduction to translation theories is given. Issues on TA and translation phases are not taught to the students. Thus, in the OAU there are contradictions between classroom practices and the curriculum. Translation in the B. A. German curriculum at the UNN is presented in section 5.3.1.5.

5.3.1.5 University of Nigeria, Nsukka (UNN)

The UNN offers five compulsory translation-relevant courses in both the third and fourth years of study. The duration of the courses is two hours every week in the semester (i.e. they are two unit courses). Two introductory courses are offered in both semesters of the third year of study. Three courses are offered in the fourth year of study, namely: Advanced Translation I and II, as well as World Literature in Translation. The first introductory course is meant to teach basic translation skills in the direction German-English as well as to highlight and discuss basic methodological problems with translation. The subsequent course is described as more advanced, with the language direction being 'de-en'. The advanced

[441] See section 5.3.1.2.

translation courses are characterised as tutorial courses of various texts types, both literary and non-literary, with grammatical and semantical exercises. The course in world literature in translation introduces students to international literature that have been translated into German.

Although it is clear that the first two courses cannot be given in the third year because of the EYAP, the two advanced translation courses basically entail translation exercises. Although methodological issues are mentioned in the description of the introductory courses, none is discussed in the curriculum for the advanced courses. The courses do not provide any theoretical basis for the translation practices in the classroom. The German translations of world literature which are treated in the third translation-relevant course in the fourth year, appear at best to be oriented towards teaching literary appreciation in German language rather than literary translation. However, if translations of such literature are available in English, they could provide a basis for a contrastive analysis of the properties of the genre in both languages. The translation courses at the UNN as described in the curriculum therefore do not equip students with professional skills for professional practice. Section 5.3.2 provides a discussion of the situation and possibilities of translation courses at the three universities.

5.3.2 Deductions

From the presentations of the translation-relevant courses at the universities named above, it is quite obvious that there are disparities between the goals for which translation courses are offered, and the curriculum contents of the courses, as well as the general classroom practices. Since the primary objective for the inclusion of translation courses in the B. A. German curriculum is the development of basic translation skills, a fixed standard or framework by which the scope of translation in the classroom could be measured, is expected to be provided. This is lacking in the curriculum of the three universities. In spite of this, the languages being taught are mainly European languages. Teachers have very little awareness (if at all) of the use of the CEFR, especially with reference to the skills of language mediation. Although there are collaborations between the DAAD (German Academic Exchange Service) and the universities, such that there are DAAD-lecturers on the ground in the universities, there was not one reference to the CEFR in the various curricula. The CEFR apparently does not provide specific guidelines about language mediation. Nevertheless, it offers an insight into abilities which language students can exhibit as they attain the different levels of competence in language mediation. Apart from that, its offshoot *Profil Deutsch*, provides details on the groupings of abilities relating to the competence levels. If used, both the CEFR and the *Profil Deutsch* could be adapted to the particular Nigerian learning environment.

Moreover, though certain translation exercise courses are compulsory, the fact that some translation-relevant courses are merely electives, while others are just required (i.e. simply to be taken, not to be passed) already suggest their trivialisation. Certainly, that core introductory courses into translation in the third year (of GS) are not taught is utterly unfavourable to the development of translation skills. Looking at the translation courses being offered in the B. A. curricula, the texts being selected (not categorically stated), the goals in view (emphasis on syntax, semantics), the often non- systematic translation process and the discussions that ensue from the teacher-centred-teaching all point to traditional pedagogic translation. This is to be welcomed in modern FLL, although, it still does not meet up with the goals and standards of professional translation teaching.

Apart from the situations discussed above, specialised translation typically relevant for Nigerian settings, such as radio translation and parliamentary/legal translation, do not even feature in the curriculum at Master's degree level. The M. A. Translation programme at the UI is still in its infancy: there has been no possibility for its continuation since shortly after its inception due to the lack of qualified teaching staff[442]. This means that translation as a master's degree programme is rather hopeful, since the standard competence level expected of students and fresh graduates of the programme cannot be attained, on the basis of the curriculum and the facilities available for it. Therefore, such university curricula and indeed the educational system do not provide adequately for the development of translation skills as intended.

Findings from on-the-ground reports (both published and unpublished) revealed that the teaching practices and routines are largely determined by the individual teachers, whose competence levels in the German language and culture, as well as in pedagogy, also vary. Apart from the DAAD lecturers, who often are native German speakers,[443] there is one native German lecturer at UI, while others are Nigerians who have either studied in, or visited, Germany during the course of their language studies and/or career(s). The fact that most of the teachers are mainly qualified only in FL(s) of their choice, without added qualifications in

[442] The programme was reportedly stopped in 2003 after the graduation of the first set, according to[a] source from the Department. Recently, the programme was said to have been advertised again, but no student had registered for it in the recent years.

[443] There have been exceptions to this. For instance, between the years 2007-2010, the DAAD lecturer, who worked at the OAU, is a native of Uganda.

translation and pedagogy, leaves room to question the conformity of their teaching and translation methods, as well as practice to relevant modern standards. Since professional translation teaching is not yet a developed field in Nigeria, examples pointing to the typical teaching system, with regard to translation in Nigerian universities, could only be taken from language teaching episodes observed and reported.[444]

Witte (1996: 265) points out that German language lessons are typically not planned in great detail. As a matter of fact, teachers typically use subjective didactic methods, resulting in teacher-centred learning sessions (cf. Witte 1996:222, 2001:1624-1631).[445] In addition, it is not obvious that teachers do consider the criteria for selection of texts to be translated, since the teaching sessions are typically subjective. One could infer from these observations that teachers lacking teacher training in GFL teach German rather subjectively. It is clear that translation teaching within such a forum, (where no specific professional training has been acquired) will also be based on individual choices rather than established teaching standards. Thus, it is clear that teachers, who neither translate regularly nor have acquired translation skills in further training, could not possibly impart translation skills effectively and efficiently in the classroom.

Further, the fact remains that there is a scarcity of trained language personnel who can impart the German language and culture. That several German language teachers in Nigeria are usually graduates of GS (Germanistik) either at home or abroad, with very few having acquired further training in translation studies,[446] is also the reality. Therefore, having TS as a 'stand-alone' academic programme (such as in the UI) seems impractical. An attempt to incorporate TS as an extension of GS was made by Mayanja (2011:7), who, (from the standpoint that language teaching is culture teaching), sees a converging point for literary translation (an arm of TS) and intercultural GS as the much needed possibility for achieving cultural goals in GS. Mayanja (ibid.) tags this as 'Übersetzungsgermanistik. Certainly, this is not to be separated from the trend in Nigeria academia, where literary translation is paramount, and often spoken of as though it was all translations was about.

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[444] As the resources available for this research work could not accomodate additional observation of teaching practices in the language classrooms at the above-mentioned universities, examples are taken from reports of colleagues and published academic reports as well as individual experiences during the years of teaching.
[445] See also Oyetoyan 2009:47.
[446] From reports, since 2012, UI has a lecturer with a doctoral degree in translation, whose special focus has been literature.

Nevertheless, this position is understandable as there have not been many academics who are professionals in specialised translation (from and into FL, and specifically into/from the German language). Since the findings in the course of this study have shown that there is a demand in the Nigerian market for translation, there is therefore a need to offer students translation-related courses, which should be taught professionally. The feasibility of having vocational-oriented translation teaching (VOTT) and learning as part of the GS curricula can only be determined, by fieldwork in the institutions. In this regard, fieldwork was undertaken in 2011. Details about this are subsequently discussed in section 5.4.

5.4 Vocational Translation Teaching (VOTT) within German studies: a feasibility study

This section is a report of a 15-hour translation teaching workshop[447] for final year Nigerian students (in their eighth semester) within the GS programme at the OAU, Ile-Ife in the Southwest of Nigeria. The purpose of the workshop was to ascertain the feasibility of teaching translation as a vocational/professional course within the framework of GS in a culturally and geographically-distant environment such as Nigeria. The 15-hour period was spread over three days (28th -30th October 2011) at the end of the lecture period.[448] in the second semester (Rain Semester). The workshop lasted five hours each day, with two breaks, totaling 30 – 40 minutes. There were two consecutive sessions in the workshop, first the theoretical sessions, followed by the practical. The languages of communication in these two sessions were German and English respectively.[449] There were only six participants, although nine students registered for the workshop initially. As scheduled, the theoretical session was termed: 'TrTA' as described by Nord (2009). The literature was to be discussed on the first

[447] It is necessary to reiterate here that there was no sponsorship received for this project. It was funded from personal savings.
[448] In order for this project to take place, other assigned courses were taught in extended hours, so that there could be room for the workshop (i.e. the feasibility studies on VOTT). It was also offered as block seminars on the last weekend of the lecture period at the said university.
[449] It was considered appropriate to use German as the language of discussion in the theoretical sessions because the students were initially rated to have acquired a B2-level competence in German. They had already completed two semesters of study (EYAP) at the GI, Lagos, Nigeria, and had all attempted the B2 certificate examination as part of the provisions at the GI before continuing with their seventh and eighth semester (final year) at their home universities.

day of the workshop.[450] On the second day students were to be introduced to the translation practice with the use of a TMS named ACROSS. The third day, meant to be the last day of the workshop, was scheduled to be a period for practicing translation, using the TMS. Since three students cancelled their enrolment a day prior to the commencement, there was uncertainty as to whether the other students would be present despite their registration. This uncertainty developed from an experience in other university courses taught.[451] Therefore the production of copies of the selected literature for the theoretical session was delayed until the commencement of the event. The participants also arrived very late on the third day. As a result, the workshop commenced later than scheduled on both the first and third days.[452]

The first day of the workshop began with TrTA from the Nord's (2009) functionalist perspectives. The session was held mainly in German, although introductory remarks and explanations were made in English. Factors and conditions surrounding the translation process, the 'actors' and their roles, the definition of text, issues relating to text reception, texts type and text genres, and further theoretical discourses such as the Skopos theory, equivalence, truth and freedom, loyalty and function-focused translating were the key points in the theoretical sessions. As a result of the delay at the commencement, the theoretical aspect could not be concluded on the first day.

The second day of the workshop began with a continuation and the conclusion of the theoretical aspect. The practical session with the TMS ACROSS began midway into the day,

[450] Nord (2009) was selected from among the several authors in TS because of the significant attention accorded the theory of TA in the observed theoretical classroom sessions of translator education in one of the two universities where observations took place (see chapter 4). Apart from this, results from the survey of students (reported in chapter 4) showed that TA from Nord's (ibid.) perspective is considered a necessary aid for translation. See section 4.2.1.3.

[451] Part of the assigned teaching duties to be carried out at the university during this phase were four courses, which had to be taught from the beginning of the semester. Later on, it was reduced to three. From experiences during these courses, students were not accustomed to constructive language teaching methods. They had been largely inactive in the usual teacher-centered lessons, such that projects that will foster expressions of personal opinion on an issue, partner and group works, especially presentations (Referat) were considered threatening. One of the courses for students in the eighth semester "Germany and Africa – GMN 408", an elective, had many topics, which were distributed to the students to be prepared as presentations. These presentations formed part of their continuous assessment (CA), which would be recorded as part of their grades. Since they considered the tasks too onerous, only two of the 12 registered students appeared in class in the following week. Others were reported to have opted for another elective. These same students were the ones, who, according to plan, should have been willing to participate in the translation workshop for this research work.

[452] As a result of the financial constraint previously mentioned, producing copies of literature for which there could be no certainty of use was considered as a waste of the limited resources.

with the software being first of all installed on the available laptops/netbooks. English was the language of the discussion in this session. The text chosen was a business text, written for an international newspaper.[453] Students were requested to simulate the role of translators, who had to translate the German text for English readership. They were constantly reminded of facts, inferences and lessons gained from the theoretical sessions. The practical sessions were more spirited than the previous theoretical ones, as students could see the connection between theory and practice. Apart from this, it was their first encounter with a TMS, which provided them with a complete view of both the ST and the TT in its interface. Communication became more fluent since English had been their language of habitual use. The third day was also a continuation of the practical sessions, as well as the conclusion of the workshop. Details surrounding the workshop sessions are described in more details in the next sections (5.4.1 – 5.4.3).

5.4.1 Key information about the Workshop

This section contains details about the subjects, their competences and the initiator/moderator of the workshop (i.e. the one performing the feasibility studies). Other general factors relating to the workshop, its location, as well as facilities available for it are also included. Six male student took part in the workshop, all of who had attained different levels of proficiency in German. All the subjects began learning German as first year students at the university. All had also undergone the EYAP. Of all the participating students, only one had passed the B2 level examination at the GI in one sitting, with the grade 'satisfactory' (Befriedigend). However, since it is possible, according to the Council of Europe (2001:31-33, see section 2.3.1), to have further subdivisions of the competence levels, it was assumed that the remaining students must have also attained a level higher than the scale level B1, and much closer to the scale level B2. In other words, to thrive in their fourth year of study at the university, which they were on the verge of completing, the subjects needed at least a 'B1+'

[453] The text was selected from the collection of texts being used in teaching ERASMUS students ᵗranslation from German into English at the IALT, Univ. Leipzig, Germany. The text is an authentic text, embedded in a real-life situation and could be found at: www.dw.de/bo-chef-gibt_fehler_zu/a-5697202. A parallel text version, which was meant to be disclosed after students had completed the translation, was found at the website: www.theguardian.com/environment/2010/june/17/bp-oil-spill-tony-hayward-congress. Since the student group were speakers of English as an international Lingua Franca, and had already attained at least a B2 language proficiency level in German, the difficulty level of the text was considered appropriate for the subjects.

competence.[454] While five had the status of a student, one was said to be a policeman.[455] Since the available computers were personal belongings, which were also not sufficient for the available number of subjects, they were paired up in twos to share a laptop or netbook. Partner tasks fostered interaction among groups of two, while classroom discourse was the form of interaction between the groups.[456]

In addition, the moderator is a Nigerian graduate of the B.A German Studies programme at OAU, where the workshop was held. A native Yoruba speaker, the moderator used English proficiently as L2 (with at least a proficiency level C1+), French as FL 1 (B2), German as FL 2 (at least C1+), Norwegian as FL 3 (B1). The moderator acquired a B. A. degree in GS in 2001, and worked as a teacher at the Alma Mater for approximately four and half years, before embarking on a master's degree study programme, in which the pedagogic qualification M. A. German as a Foreign Language was acquired in 2009. The moderator had already begun doctoral studies in TS two years before the workshop took place.

There was a video recording of the sessions of the workshop.[457] This was made to provide an object of reference available for reassessment for further aspects of the research project. Students were informed about this prior to the commencement of the workshop. There were five personal laptops/netbooks belonging to both the moderator and the subjects There was also a personal data projector, used to provide a large view for introducing students to the features of the TMS 'ACROSS'. The software was downloaded free of charge by means of proof of the initiator's studentship in a German university.[458] In addition, due to the erratic supply of electricity in the Nigeria, a generator was provided, should there be a power outage. Nevertheless, this could not be used as generators were not allowed around classroom environments at the said institution.

On request, the subjects mentioned their previous knowledge of translation, listing the following without specifying further details:

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[454] See appendix 15 for the GS programme, OAU, Ile-Ife.
[455] This is considered worthy of mention because police interpretation of certain terms (i.e. the Nigerian police) was also one of the perspectives discussed during the practical translation session.
[456] The interaction forms were similar to some of the observed scenarios in one typical translation classroom (during the observation sessions reported in chapter 4). Students had to construct meanings and discuss among one another.
[457] See appendix 16.
[453] See http://www.my-across.net/de/index.aspx.

- Translatability and untranslatability
- Equivalence theory and equivalence types
- Translation types: Interlingual, intralingual and intersemiotic
- Authors known: Werner Koller, Roman Jacobsen, Catford
- Steps while translating: Text reading, translation, using dictionaries,
- Identification of topic (e.g. a story or a letter)[459]

When asked if they had discussed Skopos theory, the subjects answered in the negative. The responses given by the subjects were all read out of their notebooks.[460] It was also obvious that the students were not conversant with the technical terms used in the subject of translation. Only the subject with the B2 German language certification mentioned a previous experience with a translation brief, which involved translating a 17 page user manual of a water machine, using LINGOPAD,[461] within a period of two weeks. This subject's narration in relation to their specific previous knowledge of translation confirms the perspective of Mayanja (2011) on the brief introduction given to students about translation as discussed in section 5.3.1.2. Section 5.4.1.1 summarises details of the theoretical workshop sessions.

5.4.1.1 Theoretical project sessions: didactic approaches

The theoretical sessions of the workshop were considered as a prerequisite for a foundation to the practical sessions. The subjects received copies of the literature to be reviewed in the commencement phase of the workshop. As such, the subjects had first contact with the text in the workshop. In all, forty pages were selected from the book *Textanalyse und Übersetzen.*[462] Pages and paragraphs which were significant to the lessons to be learned in relation to the available time were selected. During both theoretical sessions the workshop

[459] The appropriate term here could have been text type//text genre.
[460] It might be important to point out here, that the students were taking a translation course in that semester. As such, they were relating what they had done, possibly in the first semester, but also in the second semester. As mentioned before, the workshop took place in the last week of lectures during the second semester (Rain Semester).
[461] LINGOPAD is multilingual dictionary freeware. See: http://www.ego4u.com/en/lingopad.
[462] The 15-hour workshop plan did not allow further detailed translation teaching as observed in translation courses in the two aforementioned institutions. However, TrTA was considered an integral and suitable aspect of translation that can introduce the subjects to professional translating as it is done in the developed world.

initiator moderated the sessions, asking specific questions in relation to the theme in the literature being read, so as to ensure an understanding of the concepts being discussed and to guide the discussion. The subjects were required to read in rounds, with questions and discussions being handled in-between. In the overall discussion, facts and lessons learnt were being highlighted as important points to remember for the practical session. The theoretical sessions lasted seven and a half hours in all (including the recess). Table 45 gives an overview of some extracts, while section 5.4.1.2 illustrates the practical workshop sessions.

Theme	Lessons
Factors and conditions of the translation process	A TrTA helps the translator to understand and interpret the ST and offers the translator a reliable basis for every single translation decision, being a permanent reference point throughout the translation process.
	Players in the translation process: -An initiator (client/customer) gives a translation brief, when there is the need for a TT to be produced for a specific purpose for a specific TT-readership. -Authors are original writers of texts (text producers) who write with a particular intention. A writer could however be writing on behalf of another person. Here, there could be a variance between the sender's intention and what is written. These possibilities must be considered in a TrTA. -A translator is first of all a ST-recipient, who also has to understand the response of the original intended ST recipients (in the ST-culture) to the message of the ST. S/he has central roles as the ST recipient, the TT producer and the recipient of the translation briefs. Translators get to know precise information about texts recipients (both in the ST and the TT cultures). Reaction to texts by translators is done on behalf of their clients and the recipients of the TT (as determined by their clients), who belong to the source and target cultures respectively. Since they usually get to see the translation brief before the ST, translators' analysis of the ST is typically critical and comprehensive. This they do on the basis of their experience, which forms a pattern in which their response to the new ST is integrated. The training of the translator must provide a foundation for such a pattern. The response of a translator is also determined by his/her specific skills. He/she is bicultural/bilingual (has acquired mastery of both the source and target cultures as well as the languages), and has translating competence (which includes reacting to text, text production, synchronizing reactions to the ST with the TT production). They are able to simulate the possible reaction of the ST readership and anticipate the response of the TT readership and therefore verify that their translation suits its purpose. Translators have the responsibility to decide, if translation is feasible based on the given ST, and if yes, they determine the means and the methods to be used. The essential factors in the translation process are: ST-writers, ST-sender, ST, TT-recipients, initiators, translators, TT, TT-recipients.
Fundamentals of text theory[463]	There is a time lag between the sender and the recipient of written communication, with no option of feedback. Written texts can be exported from their original situations and applied in a new situation, as in the case of translation. To determine the applicability of the text in the new situation, factors of the situation in the source culture are compared with the one in the target culture situation during a TrTA.
	Texts that are specifically drafted to be translated do not have original intended text-recipients such as in a ST-culture area. Examples of such are business letters and tourists publications.
	The purpose for which an initiator demands a translation determines the conditions to be laid down for the translation. Specifications for the TT are deduced from these conditions, so that a translation corresponding to the needs of the initiator might be produced. These specifications are referred to as the 'Skopos', and in professional translation practice, 'translation brief'.
	When the 'Skopos' is not clearly given, translators as experts for the target culture (TC) have the responsibility of liaising with the initiator (as the case may be) to develop a feasible phrasing of the 'skopos' from the information about the intended use of the TT. The initiator therefore controls the translation process through the intended purpose/function of the translation.

[463] While Nord's (2009:12-23) discussions of the basics of text theory were mentioned during the session, the emphasis was rather more on their translation-related relevance, which is extracted in the table.

Theme	Lessons
Fundamentals of text theory	It is important that the translation briefs entail factors about the situation of the intended TT, for instance, information about the recipients and the location and time conditions of the TT reception. Details about the socio-cultural background, the expectations and the convincibility of the recipients are of utmost importance. Explicitness in the description of the TT recipients helps translators in their decision-making, therefore they must seek details from the initiator if the need arises.
	-Textuality criteria define and describe both communicative and structural features of a text. -The communicative function of a text plays a central role in a translation situation. -Texts which do not permanently have a single function or complex text genres must be specially analyzed based on their situations and functions. -A text is a combination of communicative signals in a communicative situation and can entail both linguistic and non-linguistic features (gestures, illustrations). In translation, verbalizing non-linguistic text elements may be required. Conditions for text response: -A sender has an intention, produces or gets a text to be produced, and believes that the receiver is expecting his intentions. If the sender is not the writer of the ST, the intentions of the sender might not have been communicated completely, so that the intention of the sender is not clearly deduced. The recipient reacts to the text under conditions that are independent of the intention of the sender, he does that with his own intention and expectation. -The production situation of a ST is mostly unknown due to the authors having passed away or the fact that the Sender/ST-writers are unknown to translators, so that there can be no room for questions regarding the ST. In such a situation, a translator is required to use his/her 'cultural filter' viewing the text as it was, both through the eyes of the original ST recipients and the TT readership and to try to harmonise both.
	Text genres and text types: -Text genres are typical situational use of oral or written linguistic expressions that have become more or less fixed speech or writing patterns, sanctioned by a society. -Typical features of text genres are useful for a communication situation, in that they are norms expected by communication partners, and a disregard of the norms may attract penalties. -Classifications of text genres are mostly done by means of the text functions, such as in the classifications: descriptive, narrative and argumentative texts. -In translation, it is of significant value if the ST features formal text genre conventions because, with that, the use of personal wordings and their effects on their recipients are avoided. For the analysis of the ST, the features of the ST are also considered in the background if the TT is intended to be a text genre with strong conventional forms.
	Relations between the ST and TT: Equivalence, Skopos theory, Functionality and loyalty
Tasks in a ST analysis	Equivalence: The topic 'equivalence' has not unanimously discussed in academic fora. Despite the differences, Nord (ibid., 25) Equivalence (defined as the widest possible correspondence between the ST and the TT) can only be achieved in translation when information about the intended TT situation is included in the TA and is compared with the information deduced from the ST analysis about the ST situation.
	Skopos theory : The Skopos (purpose) of a translation is determined by its intended function

Theme	Lessons
	Functionality and loyalty: The functionality of a translation is measured by the pre-given conditions, which the translation should meet. Loyalty is the responsibility of a translator (an ethical category) to meet up with the expectations of the other contributors in the translation process (i. e. the ST-sender, the initiator) as well as the TT recipients. The intention of the sender or initiator must be respected while the TT needs to be functional in the TT situation. Loyalty demands that the translator specifies in detail, which aspects of the ST he considers and which ones he ignores and then check the compatibility, deciding which ST aspects to keep (such as in 100% transcription) and which aspects to re-word to achieve the Skopos.

Table 45: Lessons on TA in Translation

5.4.1.2 Practical project sessions: roles and simulations

The aims of the practical sessions of the project were to introduce students to TrTA as portrayed in the curriculum for translator education in German universities[464] as well as to the use of a TMS in translation. Part of the aims were to discuss the question-formula of Lasswell (see chapter 3) in detail, as it was referred to as being helpful by many students in TS at one of the universities, where classroom sessions were observed. However, as a result of the limited time available and the environmental limitations surrounding the project, the moderator only alluded to this. The lessons drawn from the theoretical aspects mainly featured roles of players in real life translation situations, issues of text definitions, important views for the translator and the phases of translation. At the initial stage, subjects were reminded about their roles as a translator, (based on the facts discussed in the theoretical sessions), and of their readership - international English speakers (readers). It thus became clear that they, as translators, had three roles to play (i.e. to simulate the response of the ST readership, to transfer the message of the text into the language (TL) of the target readership as well as to anticipate their response). Since they were not familiar with TA according to the guidelines in standardised translator education, the session featured an open discussion of cultural realia and issues about the use of English that could be problematic in the course of the translation (analysis/transfer/synchronising). Students were requested to give reasons for

[464] This refers to the two universities, where observations were conducted as reported in chapter 4. However, since both universities and many others in Europe function together under the EMT, it is thus evident that their various curricula have been measured and certified based on standard requirements. See http://ec.europa.eu/dgs/translation/programmes/emt/call/index_en.htm.

decisions reached after their encounter with potential translation problems, such as is typical in process-oriented translator training (cf. Gile 1994:108).

This was challenging for the students, who then began to realise the enormity the task of translation. Since the required TL was English, the discussion included a hint on the role of English in an international setting, noting especially American and British 'English', as there were references to the two nations in the ST. Students simulated their roles as 'competent' bilinguals in both German and English languages. Their position as English speakers/users, (albeit in the 'outer circle'[465]), made them 'comfortable' to decide what meaning was appropriate in English as a functional equivalent for the expression in the ST. Thus, their decision-making process moved constantly and interchangeably from their roles as 'competent' German language users to Nigerian English language users translating for an international English readership. Since some of their choices indicated that they probably often forgot that their readership is international rather than Nigerian, they were constantly reminded of this, and briefly of issues concerning the two nations in the 'inner circles of English'.[466] The subjects made use of their bilingual dictionaries during translation. This in turn affected them in their decision making as they chose lexemes that were unsuitable for the context. The fraction of the text that was translated is shown below. An extract of translation problems, examples of student responses as well as the classroom discussions are presented in the Table 46.

BP-CHEF GIBT FEHLER ZU

TONY HAYWARD IST IN DEN USA DER BUHMANN DER STUNDE. DER BP-CHEF WURDE IM KONGRESS FAST SECHS STUNDEN LANG HART ANGEGRIFFEN. WEGEN DER ZUGESAGTEN ENTSCHÄDIGUNGSMILLIARDEN WURDE DIE BONITÄT BPS WEITER HERABGESTUFT.

Nach einem sechsstündigen Kreuzverhör am Donnerstag (17.06.2010) vor einem Ausschuss des Repräsentantenhauses in Washington haben sich US-Politiker unzufrieden mit der Auskunftsbereitschaft von BP-Chef Tony Hayward gezeigt. Der Brite habe in der mit Spannung erwarteten Anhörung

[465] See Oyetoyan 2013:407-410.
[466] Cf. Gilsdorf 2002:370, Bolton 2009:292.

"gemauert", sagte der Vorsitzende des Energieausschusses Henry Waxman. Hayward habe nicht eine Frage richtig beantworten wollen und klare Detailangaben zu den Auslösern der Katastrophe vermieden, sagte der demokratische Abgeordnete. Es war das erste Mal seit der Explosion der Bohrinsel "Deepwater Horizon" am 20. April, dass der BP-Chef persönlich dem Kongress Rede und Antwort stand.

Line No	Translation Difficulties/Problems [467]	Examples	Collective Decisions/ Strategy	Reasons	Unanimous Resolution
1	Literal translation: Newspaper headline	BP-Chief admits/accepts (making) mistake	Inappropriate headline	Headlines are typically catchy	BP-CEO admits faults
2	Lexical ambiguity (caused by use of bilingual dictionary/ inadequate semantic analysis, incomprehension, leading to production of incoherent text	[…] the buggy man of the moment	Inappropriate for the context	Decision taken based on linguistic intuition	[…] the scapegoat of the moment.
3-4	Semantic/stylistic/ culture-related problems	Attacked/seriously attacked, assaulted […]	Culture-specific words (Nigeria, USA, and UK). Ambiguity unacceptable	Functional translation for international readership	Attacked/seriously criticised
4-6	Lexical ambiguity, Inadequate semantic analysis, transfer of structure of the ST (literal translation), stylistic issues, incoherent and non-contextual TT production, semantic ambiguity	Because of the accepted reimbursed billions, the creditworthiness was further downgraded. Others: Accepted/consented/undertaken, creditworthiness/financial standing, downgraded/stepped down/weakened, compensation/ renumeration/reimbursement	Structure unsuitable for TT, reformulation of ST, and invariably TT	To aid comprehension of meaning	BP's financial standing was further downgraded because of the undertaken billions of compensation

Table 46: Lesson extracts from practical translation sessions

As may be expected, the text could not be completely translated during the time available for the practical sessions. However, the goal of the workshop was to find out the feasibility of teaching vocational translation to university undergraduates studying German. Therefore translating texts of a specific size was not considered a necessity within the time frame of 15 hours. An evaluation of the workshop will be discussed in section 5.4.1.3. Since

[467] See Nord 2005:166-170.

the project plan included two other workshops at the other two Nigerian universities with study programmes in GS, issues relating to these are discussed in sections 5.4.1.4-5.4.1.5.

5.4.1.3 Discussion of workshop project results

The theoretical sessions were the most difficult part of the workshop. Subjects found it hard to articulate the new perspectives they had gained from reading the selected literature in German. When specific questions were asked, subjects responded by reading out their responses from the literature. Since this was not the intended purpose of the reading sessions, they were constantly reminded of what they were to do. That is, they were to highlight significant text portions with text markers and articulate the knowledge gained from the portions in their own words. The session appeared to be dragging, because subjects seemingly were not actively contributing to the discussion. Since they responded actively in the practical session, where English was the language of the discussion, one could argue that they were uncomfortable using German in academic discourses. German was however the chosen language version of the literature because it was considered adequate for students, who would be translating professional text from German into English. Hence, subjects would require additional specialised language training on academic discussions and LSP texts.

Subsequently, considering the proficiency calibrations in the CEFR for the proficiency level B2, students who pass the B2-level examinations are able to use the language independently for personal needs in private and other spheres, including their academic and vocational life. This was clearly observed during the workshop's theoretical and practical session, as the subject who had passed the B2 examination with a satisfactory grade could communicate more than the others. The subject, working with his partner, could produce TT which were more coherent than the TT produced by the other two groups. This is an indication that there would have been more active participation in the workshop, had the other three students of OAU (with at least a pass in the B2 examination) participated in the workshop. This in turn could have aided the speed at which tasks were accomplished.

Furthermore, the time available for the workshop was insufficient. The five hours planned for the theoretical aspects could have been sufficient, had the subjects received their copies of the selected literature for preparation prior to the workshop. Subsequently, limiting factors for and issues concerning the proposed project of holding the workshop at the two other universities will be discussed in sections 5.4.1.4 and 5.4.1.5 respectively.

5.4.1.4 Limitations of the fieldwork

First of all, as is typical of real life scenarios of pre-planned projects, details relating to the students and the facilities available redefined the course of the agenda for the workshop at the OAU. Apart from the initial delays caused by cancellations from registered participation in the workshop, blackouts also prevented the continued usage of the projector on the second day, although the subject groups continued to use their netbooks till the schedule for the day ended. Thus, the session work with the projection of the subjects' translations on the TMS could not be continued. Translations given by students had to be handwritten on the board for discussion and correction. There was no power supply throughout the third day, so that the session could only continue for as long as the batteries of the notebooks could run. Thus, the session had to end and the hours earmarked for the practical session on the third day were not completed. Although a power generator was provided, the university administration of OAU reportedly did not allow the use of this in the academic areas (classrooms and offices). This therefore was a deterrent. Also, the environmental noise in the academic area was disturbing during the workshop sessions.

Plans to have similar workshops at the two other universities with GS programmes could not be executed. On the one hand, the Nigerian university system does not operate a uniform calendar, as would be found in Germany. The UI had just concluded examinations and students were already on vacation. As there were teaching duties, which had to be fulfilled in order to carry out the research workshop at the OAU, it was impossible to neglect these duties in order to have the workshop during the lecture periods at the UI. On the other hand, while two of the lecturers reached at the UNN had informed their students about the workshop and the benefits, the administration of the Department did not agree to issues concerning the venue (classroom). As such, plans to travel to the eastern part of Nigeria for the proposed workshop had to be aborted.

This led to a search for an alternative way to measure the feasibility of teaching professional translation to students in these two other universities. The available option was to access language test results, which would show the language competence of the students and make them comparable to the subjects at the OAU. Since an agreement to this on the part of the other two universities could not be guaranteed, the single neutral body that uniformly evaluates the competence of the sets of students from the three universities was the GI, Lagos. Thus, on request, a four-year-success-rate-sheet of EYAP students from the three universities was provided by the administration of the language unit at the GI, Lagos Nigeria. This is presented in section 5.4.1.5.

As it was not possible to hold the workshops at the other two universities, it was impossible to improve on aspects of planning and execution of the workshop, which were observed in the workshop at the OAU, Ile-Ife. For instance, there probably would not have been a case in which the material preparations would have delayed the commencement of the workshop, as was the case in the OAU. This is because the lecturers had already mediated between the initiator (researcher) and the test persons, such that students were reportedly willing to participate. Apart from this, problems relating to power stability, the use of a power generator and a quiet venue would have been solved, since there would have been sufficient time to resolve this.

Another issue was the classroom management by the moderator and the response of the subjects. Conscious efforts were made throughout the sessions to maintain the motivation of the subjects, especially in the theoretical sessions. As prior teaching experiences had not been in translator education, connecting key theory lessons to practical themes during the TA was challenging. Concepts were explained with many examples to help the subjects in their decision-making process. Aside from this, efforts were made to create a learner-centred environment. The sessions were also challenging for the subjects, who were accustomed to being passive participants in learning contexts, especially whenever new theoretical knowledge was imparted. This was time-consuming as repeated efforts were made to stimulate the subjects' responses, even at points where automatic responses should have been generated.

There were some difficult theoretical concepts that could not be understood without immediate examples, which could only be given in the practical sessions. The translator competence of the moderator was consistently tested throughout the practical sessions. While evaluating the workshop, the roles of the moderator were evaluated. In spite of the acquisition of English as an L2 in the Nigerian context, a need for a continuous development of the intercultural competence in English – and invariably German – was detected. This deduction further underlines the necessity of translation and cultural education as well as practical experiences for translator trainers. Notwithstanding these limiting factors, knowledge about translation-related TA was imparted, and the subjects were introduced to the use of a CAT Tool. As mentioned above, another means of assessing the feasibility of VOTT within German study programmes in the two other universities was sought. This is discussed in 5.4.1.5.

5.4.1.5 Language competence of EYAP students

As discussed in section 5.4, students from the aforementioned university all attend the GI in Lagos, Nigeria for two semesters in their third year of GS. During this period of intensive language learning,[468] they also prepare for the B2 certificate examination, which usually takes place at the end of the EYAP session. As mentioned in section 5.4.1.4, a four-year-success-rate-sheet of EYAP students from universities concerned was requested and received from the GI, Nigeria.

These sets of results, when compared with the results from the workshop sessions, provide a glimpse into the likely proficiency level of the students from the universities that were not visited. Table 47 shows the list of EYAP-students' overall pass-rate in four years. This is presented more clearly in Fig. 46. In the diagram, it is clear that the OAU has had the least percentage of successful candidates in the first three years. The percentage of students, who pass the examination was on a continuous decline between 2009 and 2011, with 50%, approximately 33% and 7% in the three years respectively. As the number of students who took the B2 test increased, so the number of those who failed, increased.

EYAP-Erfolgsquote bei der B2-Prüfung								
Beteiligte Universitäten	2009		2010		2011		2012	
	Geprüfte Studenten	Bestandene	Geprüfte Studenten	Bestandene	Geprüfte Studenten	Bestandene	Geprüfte Studenten	Bestandene
UNN	5	4	14	5	1	1	0	0
UI	2	2	10	5	11	3	12	2
OAU	8	4	12	4	14	1	18	6
Gesamtzahl	15	10	36	14	26	5	30	8

Table 47: University students' success rate in EYAP from 2009-2012

Only in 2012 did the success rate rise again to approximately 33%. The pass rate of students from the UI has also been in decline throughout the previous three years, although it was 100% in 2009. The number of successful candidates from the UI was therefore not commensurate with the number of those who enrolled for the test. Looking at the results of candidates from the UNN, the success rate has been above average in two years, 2009 and

[468] It might be important to note that German learning at the GI, when compared to university German language courses, is much more intensive. The facilities available provide access to audio-visual materials and other modern language learning materials, which students do not necessarily have access to in their individual universities.

2011. The only decline occurred in 2010, with only 35% of the candidates passing the test. In 2012, no candidate enrolled for the test.

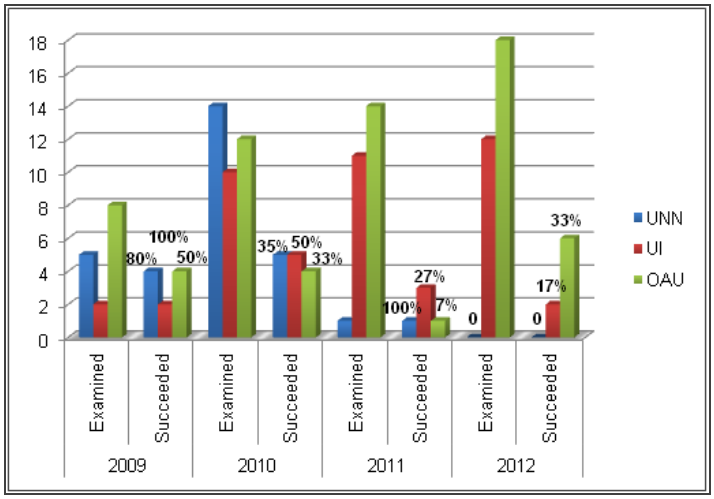

Fig. 46: Success rate in B2 German proficiency examination

An obvious trend in the results collation of the four universities is that 2010 was a year in which the success rate of candidates from all the universities declined. During that year, the highest success rate was from the UI candidates, followed by candidates from the UNN. The OAU had the least percentage of successful candidates. The overall success rate of the candidates from the three universities also shows a consistent decline between 2009 and 2011, with approx. 67%, 39% and 19%. In 2012, it rose to approx. 27%. Considering the overall success rate from all the universities in the four years, the results show that the UNN has the highest success rate of 50%, followed by the UI with 34%. The OAU has the least success rate, having only 28% over the four years.

Furthermore, it is noteworthy that the B2 examination results of the students of the OAU, who participated in the research workshop were also included in Fig. 46. They took part in the EYAP programme in the year 2010.[469] Although the entire success rate results of other years could offer insights into further discussions about the feasibility of having vocational translation studies as part of GFL studies, the EYAP results of the year 2010 offer

[469] EYAP 2010 was peculiar because it did not take place on the GI premises, but at the UI. This, according to the information from the subjects at the OAU, was because the GI was changing its location within Lagos and had not yet acquired a new venue. Teaching resources (human and material) available at the UI were the ones available to the students from the three universities.

an overview of the overall language competence results of the students, who would have participated in the research worshop, should the plans have worked out. The UI had the highest success rate for that year, with only 50% of the candidates failing the test.[470] Both the UNN and the OAU had larger numbers of unsuccessful candidates. From the UNN, 65% failed the test, while 77% of candidates from the OAU failed. Among the four candidates from the OAU that were successful in the test, only one participated in the research workshop. Subsequently, results from the workshop sessions will be related to the collated success rates of the subjects as well as other candidates, who took the B2 test. This will be discussed in section 5.4.2.

5.4.2 Reflections on the study

Regarding the B2 examination results of students from the other two universities, where five students each from both the UI and the UNN had passed the examination, one could also infer that the subjects had attained German language competence similar to that of the single subject with the B2 proficiency level at the OAU. Therefore, had the workshop been held in these two universities, the outcome would have been more positive than those from the workshop at the OAU. This is because the review of the success and shortcoming of the workshop at the OAU would have helped to replan and reorganise the intended workshop schedules for the two other universities. In return, there would have been more active participation, since more 'participating' subjects than those at the OAU had already attained a level of language proficiency for independent users. Therefore, there was the prospect of better results in the other proposed workshops.

In addition, students' responses during the workshop and the feedback received at the end of the workshop at the OAU showed satisfaction, owing to the new knowledge acquired. According to them, they had not approached translation with a consideration of the different roles of the translator, and the purpose that the TT should serve. Although they were able to

[470] At this point, it is noteworthy, that the minimum passing score for the examination is 60%, with the grade ‚sufficient' (ausreichend). Thus, while the EYAP-result table from GI does not reflect the individual grades of the students, it however shows that each one of those who passed the examinationhad a minimum score of 60%, having passed both the written test (which consists of reading and listening comprehension as well as written expression) and the oral test, each having a maximum score of 25 points. See appendix 17 for a sample of the B2 certificate.

give a list from the typology of equivalence, they were hardly able to apply this prior knowledge in the practice session, as seen in their choices. In addition, the inclusion of the TMS enriched the session. The results from the sessions showed that VOT learning might be feasible within GS, should the translation courses in the curriculum consist of professional or at least 'semi-professional courses' and handled as such.

Inevitably, this requires a redesign in the curricula of the three universities as well as further and continued education for teachers of German in Nigeria. The level of proficiency to be attained by students may not be reduced to B1: this will extend the time span needed for translation-oriented tasks in the classroom since the language proficiency at this level is not yet sufficiently developed for vocational translation. Students also will be encouraged to work harder to pass their B2 examinations, should they understand the privilege of an added 'professional' course in their final year, which will be a boost to their qualification. Curriculum planning committees in the universities would have to decide if such a possibility should be included in the four year study or if the time span could be extended. Section 5.4.3 gives a summary of the discussions in this chapter.

5.4.3 Summary

Translation as a study and a professional field in Nigeria is still in its early developmental stage, although the multilingual and multicultural nation has always made use of translation and interpretation services historically. While more research has been done into translation in the French language in Nigeria, German is not accorded a similar significance as it is not a language of habitual use within boundaries of Western Africa boundaries. The only accredited translation programme at the master's degree level in one of the universities (the UI) has, since 2003, not been running due to the unavailability of qualified and experienced staff. The chances of training in professional translation in Nigeria are therefore still very marginal. Likewise, the translation market for German translations is considerably small.

Nigerian translation practitioners using German as one of their working language pairs are generally individuals with academic degrees in GS, and/or with a language proficiencyacquired in a language school or from a native German language speaking environment. Hence, translation practices are predominantly nonprofessional and do not yet compare in standards and quality with practice in developed countries. Regardless of the limited size of the data collected for this research work, findings reveal that there is a demand for translation in the Nigerian market, both from the perspectives of the clients as well as the

translators. Hence there is a need to equip Nigerian German language students professionally for possible employment/self-employment in the society.

Consequently, the platform of the vocationally-oriented-language-learning (VOLL), (discussed in chapter 2), offers FL teachers the possibility to introduce professional skills into language curricula. However, this requires retraining and continued education on the part of the teachers. Teachers require training both in translation as well as in education. This is particularly important, because the range of competencies required for the cognitively-demanding translation processes exceed those in language learning. Teaching competencies are essential for maximising classroom sessions. Apart from this, the findings from the surveys in this chapter show that students with B2 proficiency levels are more likely to cope with the cognitive demands of the translation processes. This therefore points out a possible criteria for the inclusion of professional translation in the GS curriculum in Nigeria.

In conclusion, the study in this chapter confirms the need for VOTT in Nigeria. This need is neither met by the M. A. Translation programme in one of the Nigerian universities nor by the pedagogic translation offered in the B. A. German programme by the three universities mentioned. TS and FL studies, (though interdisciplinary language-based subject fields), combine sets of different complex cognitive processing. Nevertheless, VOLL offers a platform for converging these two disciplines based on a needs analysis. These converging points are therefore discussed in chapter 6.

6 Intersections in interdisciplinary language fields: teaching Vocational Translation (VOT) in German Studies (GS)

The goal in this chapter is to provide a framework for VOTT within GS in Nigeria, based on the identified needs. Subject to academic research and literature, elements of the two language-dependent interdisciplinary fields (i.e. TS and FLT) have been reviewed and contrasted. These include communicative and intercultural competence, text, LSP texts and translation, teacher qualifications and education, evaluation and curriculum development. Research has revealed that teaching methods used in FLT, such as task-based teaching and the (social) constructive teaching method are also being used in TS to replace the traditional teacher-centred method. While provisions for language mediation (as part of authentic language use in FL user contexts) have been made in the CEFR, VOLL, an approach under FLL, provides the opportunity for preparing language students for vocation-related tasks.

This chapter therefore highlights common ground and independent features in interdisciplinary fields in section 6.1 (i.e. FLT, translation teaching and VOLL as discussed in Chapters 2 and 3). Furthermore, an overview of curricular contents and classroom teaching scenarios in the two primary cultural settings as examined in Chapters 4 and 5 are given in the same section. This is followed by a proposal for linking the two fields for the purpose of a vocationally-oriented translation training in GS (VOTT) in section 6.2. Issues involving FL educators, learners and the learning process in terms of the approach (VOTT) within GS in Nigeria will also be discussed in this section.

6.1 Overview of studies

This research work is based on needs identified for translation competence for students undertaking the GS programme at three Nigerian universities as discussed in Chapter 5. Based on the identified learner needs and the needs in the Nigerian industry, as well as the potential market demand, the review was conducted into both the state-of-research on vocationally-oriented teaching in FLT, and in translation teaching. Further tools used in ascertaining the contents of VOTT were studies carried out in translation classrooms, among teachers and translators in the German translation indistry and surveys among German students studying translation. The findings from this multifaceted study have revealed core aspects of translation teaching in real-life scenarios that can be adapted to VOTT in the environments that are the focus of this research. Fig. 47 gives an overview of the work.

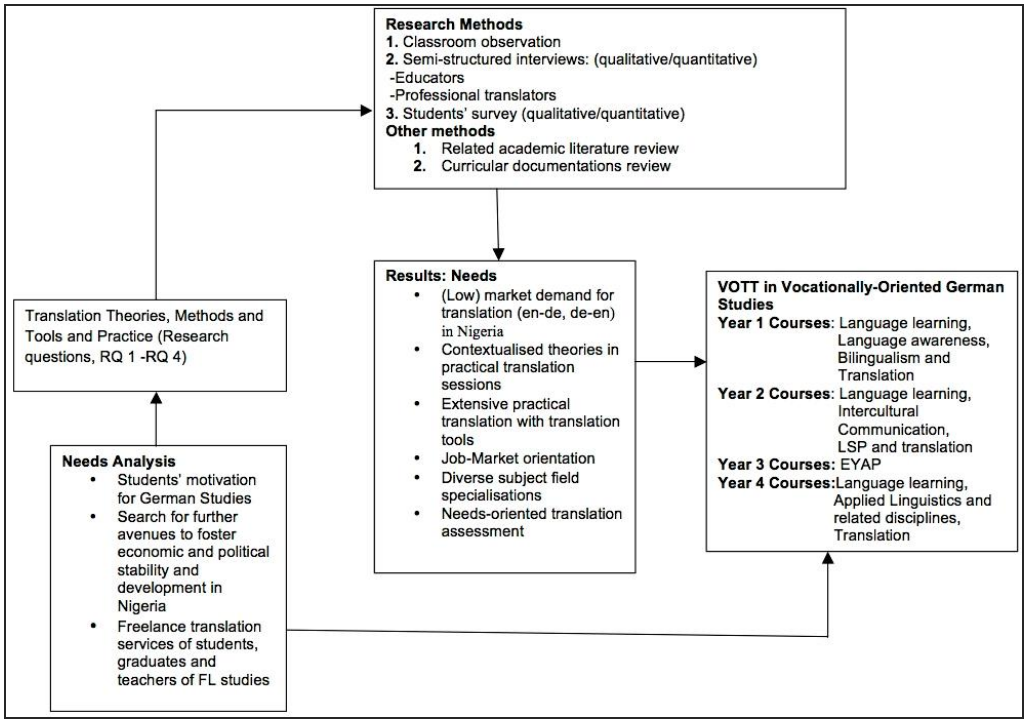

Fig. 47: Overview of research efforts towards VOTT in Nigerian GS Curricula

Translation in FL education, as addressed in the CEFR (see chapter 2), transcends testing the grammatical competence of learners in the FL. According to the calibrations (i.e. scales) from the CEFR, translation and interpretation are interactional skills that can be developed in a FL class at different stages of proficiencies. Thie scales have however been used more theoretically than practically. Several course books for German language learning and teaching do not have distinctive activities that are designed to develop these skills in a way comparable to the the other four classical skills. VOLL, as discussed in Chapter 2, fills the void between general language courses and professional courses. Based on its flexibility for course designs, VOLL could be adapted for vocational translation training in FL studies. It can also be designed according to the proficiency levels required for language mediation in the CEFR and '*Profile Deutsch*' (See appendix 2 for 'language mediation in 'Profile Deutsch').

Categories	FLT	Translation Teaching	Vocationally-Oriented Language Teaching
Overall Goal - To develop:	Communicative Competence	(Communicative) Translation Competence	Profession-related Communicative Competence[471]
Basic Communicative Goal(s)	Key components of FL: -Listening -Speaking -Reading -Writing -Language mediation (not at the professional level)	Transfer proficiency: Ability to transfer meaning between two languages by means of certain competences.	-Key components in the FL (see basic communicative goals under FLT) -Profession-related communication (interaction) skills based on a needs analysis
Sub-goals	Language competence: - Grammatical competence -Grammatical knowledge -Vocabulary -Phonology -Semantics - Sociolinguistic competence -Language use in social context - Discourse competence -Cohesion / Coherence - Strategic competence -Communication strategies for compensation purposes	EMT's Competence Model: -Language competence -Intercultural competence -thematic competence -Technological competence -Information mining competence -Translation service provision.	- Language competence (see sub-goals under FLT) - Profession-related language competence (LSP) - Profession-related communication and interaction skills
Prerequisite (learner)	L1 and/or L2 competence and/or other qualifications	L1, L2 and/or L3 and/or other qualifications	L1 and/or L2 competence and/or other qualifications
Translation: Scope	-Test of linguistic competence in FL -Sub-professional language mediation	Communication: Transfer of meaning from a ST into a TT in a professionally acceptable standard	This can only be determined by an analysis of learner needs. Vocational orientation can be: -Career-preparatory -Work-based -Career-qualifying
Learning Activities	Language learning tasks and exercises (psycholinguistic and cognitive theories where applicable)	Translation in theory and practice: general translation, LSP translation, terminology management, translation aids, project management.	

Table 48: Translation in interdisciplinary language studies

Table 48 juxtaposes the scopes of FLT, translation teaching and VOLT with regard to goals, sub-goals, prerequisites for the learner, scope of translation and learning activities. It gives a summary of the two disciplines and of VOLT, with reference to the theme 'translation'.

While there are commonality in the definitions of communicative and intercultural competence in FLT and TS, it is also apparent that there are further skills beyond the framework of FL studies that are taught in TS. Therefore, ascendant bilinguals and FL educators, who have not been exposed to professional translation practices, may not be able to handle translation tasks competently. Nevertheless, VOLT provides educators with possibilities for designing courses for teaching varying degrees of professional orientation based on identified needs of learners; hence VOLT is flexible and adaptable.

[471] This is related to the specialised language and communication competence used in different types of professions.

Moreover, the learning and the job market scenarios as well as the different types of professional qualifications of educators and practitioners, the learner profiles in the German and Nigerian settings and in the syllabuses for training translation are diverse, as described in chapters 4 and 5. These constellations have also shown the standard practices[472] in both nations and are summarised in Table 49.

Categories		**Germany**	**Nigeria**
Curricula	**Curricular sub-categories**	**B. A., M. A. Translation**	**B. A. German, M. A. Translation**
	Language proficiency requirements	A-Language: At least C1 B-Language 1: B2 ('en') and/or B1 B-Language 2: B1	A-Language: L2 ('en', i.e. the official Lingua Franca) B-Language: NS[473] B. A.: At least B1+ M. A.: At least B2+ Further B-Languages: NS
	Theories	Classroom instruction and hours of self-study are theme-specific, transparent and intensive.	B. A. German: Unspecific, non-transparent, introductory M. A. Translation: Not theme-specific, untransparent, less intensive (no hours of self-study)
	Practicals	Standardised professional orientation	Not standardised, teacher-dependent
	Tools	PCs, PCs with TMS, data and overhead projector	Dictionaries
	SAP: Cultural immersion	Highly recommended	Not included

[472] See Flynn/Gambier's (2011:93) opinion about the recognition of quality, condition, status and competence in societies.

[473] These are not expressly specified in the curricula of the universities concerned, but are deduced from related literature, classroom experience and practices.

Categories	Germany	Nigeria
Classroom Practices	-Translation sessions with and without modern tools -Theory-practice integration: Teacher-dependent -Teacher-/Learner-centred learning and classroom discourse	Not included[474]
Students	Students: -In the home university -On exchange programme -With previous university education in various fields and/or translation experience	-In the home university
Educators' Qualification	-Mostly TS -Philology and TS -Other fields and TS -Other fields and professional translation examination -Philology and other fields -Philology exclusively	-Mostly GS graduates -A few GS graduates who have acquired qualifications in short translation courses abroad. -GS graduate(s) with a further degree in TS within Nigeria
Practitioners	-Mostly TS graduates -FL and TS -Other fields and TS -FL and other fields -FL studies	-Mostly GS graduates -Non-language specialists with German language/culture knowledge
Association and Conditions	BDÜ amongst others: -State's examination for translators and interpreters[475] -Degree in Translation/Interpretation	NITI: Evolving Exams formerly taken only by language students, presently taken by all intending members, with the exception of well-known linguists.[476]

Table 49: Professional translation in education and practice in Germany and Nigeria

6.2 Linking foreign language studies and translator education: a proposal for Vocational Translation Teaching (VOTT)

The focus in this section is to exemplify possibilities for VOTT within the curricula for GS in Nigeria, based on the practices identified in academic literature on professional translation pedagogy as well as the findings from the studies that were conducted. Section 6.2.1 focuses on central issues in the proposed VOTT model.

[474] Not included here signifies the fact that this was not specifically observed in this research work. However, related aspects based on information found in the academic literature and curricular documentations from the relevant universities, information gathered from individuals in interviews and research-oriented discussions, personal experience during B. A. German Studies, as well as some years of German language teaching in a university have been described in Chapter 5.

[475] One of the requirements given when making a request to join the association was that the state's exam has to be taken. This information was officially conveyed in response to an application to join the association as a career-changer.

[476] See http://www.nitinigeria.net/blog/category/voice%20of%20nigeria -'Admission into NITI'.

6.2.1 Focal points in VOTT

The Council of Europe has already identified the need for language mediation for both pedagogical and communicative purposes in the CEFR, just as various scholarly perspectives have been examined in Chapter 2. Research in TS has also shown that highly proficient FL students are not necessarily capable of producing functional translations. Thus, the development of language skills for the purpose of translation should begin in the the first language learning phase as a basic FL user and continue until the level of proficient FL user is attained. At the B. A. German level, In order to give a professional orientation to FL students – especially - the three classifications of vocational orientation in FLT, (which are 'career-preparatory, work-based and career-qualifying' proposed by Funk (2003a: 176), can be applied. In other words, both pedagogic and vocational translations can be taught using the VOLL approach in the first two years of GS.

For developing language mediation skills through the breakthrough to the threshold proficiency stages, (i.e. A1-B1), the translation needs according to the classifications may be identified as 'career preparatory'. However, vocational translation tasks at this level is essentially 'pre-VOTT' since language acquisition is in the commencement stages. Considering the fact that B1 is the language requirement for the B-language in the aforementioned institutions, VOTT may begin at this 'independent-user' stage. This in turn means that at this stage, the translation-related tasks for vocational orientation are elementary, a sort of 'warm-up' that reflects translation in communicative scenarios. As students advance from the B1 to the B2 language proficiency level, the term 'work-based' could be adopted. This is in consideration of the fact that the training received is meant to prepare students by means of simulations of real life translation scenarios in the job market, and the reality that students may also get to carry out student freelance translations as they make progress. The term 'vocation-qualifying' may be inapplicable, as there is still a need for more exposure to further professional practices and theories. Further theoretical perspectives that specifically reflect the process and quality expected in practical translation also need to be included. In addition, practical sessions could be more professionally oriented, with a demarcation between how much work would be done in the fourth year of the B. A. German Studies and the prospective one-year M. A. Translation programme.

In the first year of GS, Pre-VOTT can be adapted to language learning. Scenarios of language mediation found in *Profile Deutsch* can be combined with both fundamental tasks for training communicative language competence, and aspects that can help students develop language and cultural awareness. Examples of such aspects include cognition in FLL, strategies for FLL, linguistics and translation in the FLL and TS fields. As implied in Chapter

2, the ‘self-reflective process’ is part of the steps in VOTT, as well as an explicit distinction between pedagogic and communicative translation in the Pre-VOTT and the vocation-preparatory stages (cf. Königs 1994:116-136, House 2010:324). König’s (1985:43) “pedagogic structuring or patterning of texts” - considered as a manipulation of the cognitive complexity of professional translation for adaptation to the identified (proficiency level related) learning goals - needs to be considered here (cf. Ivanova 1998:96). These can be combined with Nord’s (2005) pre-translation language tasks and Colina’s (2003:48) further ‘guided (translation) activities’ in the combined stages ‘work-based/vocation-qualifying’ (i.e. the B1-C1 proficiency level). König’s (ibid.) cited examples on text patterning of the recommended factual or descriptive texts, are particularly suitable in the introductory stages of VOTT for basic FL users (see Cordero 1984). In addition, Siepmann (1996) lists useful (language-related) pre-translation tasks. These provide a progression of difficulty that corresponds to the proficiency level of for independent users, who, in Nigerian settings, may have begun giving student freelance translation services. It is apparent, that some of Colina’s (2003) empirically based teaching steps match those given by Siepmann (ibid.) in relation to some pre-translation activities. Since the authors mentioned reported the use of these empirically-based didactic steps in translation sessions with advanced FL learners, the steps are particularly suitable for learners advancing from the B2 level proficiency and for proficient FL users.

Although theoretical issues are already implicitly discussed from the inception of VOTT, independent users progressing towards the proficiency level C1 are considered capable of handling explicit, but context-based theoretical sessions. As pointed out by the results from studies in the educational institutions, the separate teaching of theoretical and practical translation makes the association of theoretical knowledge with procedures in practical translation more difficult. Some of the lessons from previous theory sessions are thereby forgotten prior to the practical sessions. During the feasibility studies, students did receive several reminders from the workshop organiser. It is therefore understandable that they could associate the demands of translating in the practice session with the theoretical knowledge of the translation process taught the previous day (see results from the feasibility studies reported in Chapter 5).

In terms of VOTT, this means that theoretical knowledge needs to be incorporated as part of practical translation classes. Hence, theoretical aspects such as translation processes, problems and strategies will be better assimilated if students are able to learn them in context.[477] From the results discussed in Chapter 4, specialised translation-related termini, concepts and/or perspectives that do not clearly influence the process of translating are termed "confusing or irrelevant" by students. Educators also pointed out the redundancy of some theories, while there was also a suggestion for translation research as a course. In relation to VOTT, it is essential to classify research/academic-related theories and practice-oriented theories into different categories, so that a brief general session is held for discussing relevantspecialised academic terminology and concepts, while more time is given to further practicals integrated with theoretical sessions.

Again, another aspect of the findings that has to be implemented in VOLL is the area of job market orientation. The results from studies in Germany revealed students' desire that more common translation direction in the industry should be reflected in the curricula. Results also indicated students' desire for more lesson content on freelance translation, which seemingly is still the only guaranteed job possibility for translation graduates. With regard to the Nigerian market, the study of the demand for translation services carried out in this research work, showed that translations were carried out in the directions, 'de-en' and 'en-de', with the former being the most common. Results from this (Nigerian-based) study can serve a preliminary purpose for designing VOTT, such that practical translation courses would reflect the translation directions in high demand in the profession. In addition, course content both in theory and practice needs to reflect the essential parts of freelance translating as a preparation for the job market.

Furthermore, it cannot be overemphasised that CAT-tools are essential for translation teaching in contemporary translator education. This inevitably means that all practical translation sessions for learners advancing towards the stage of proficiency should take place in classrooms furnished with the essential tools. Therefore, where the university does not provide classrooms with computers for the translation courses, students are to make use of

[477] For instance, students may be given instructions to document problem areas, and translate selected texts. They may be asked to write down their methods of solving them or why they could not solve them. This is also supposed to help students become more aware of the translation processes, after which issues in the processes are discussed in class in combination with relevant theories.

personal notebooks, as occurred during the feasibility studies. Moreover, appropriate TMS need to be selected for the teaching session, that relate to the requirements of the translation market. Another factor to consider when making such selection is the availability of funds for obtaining software licenses. Where it is impossible to teach the functionalities of most of the widely known TMS for financial or other reasons, a selection could be made from the TMS freeware, while handouts about others may be distributed.

In addition, while acknowledging the reality that not all subject fields can be taught within the period allocated to the various curricula examined, the findings from the survey and interviews among students and educators in Germany show further subject fields that are requested by both groups. Since very little time is allocated to translation courses within GS, selections of ST can be made from a variety of subject fields, starting with text types that are often translated in the local job environment. Based on the findings in Chapter 5, such text types are general documents, legal texts (nuptial agreements and divorce papers), certificates, manuals and handbooks for technical equipments (see section 5.2.3.2). Fig. 48 gives an illustration of the proposal for VOTT in a vocationally-oriented GS degree programme, based on the B. A. German curricular content in Nigeria. Further discussions on VOTT are presented in section 6.2.2.

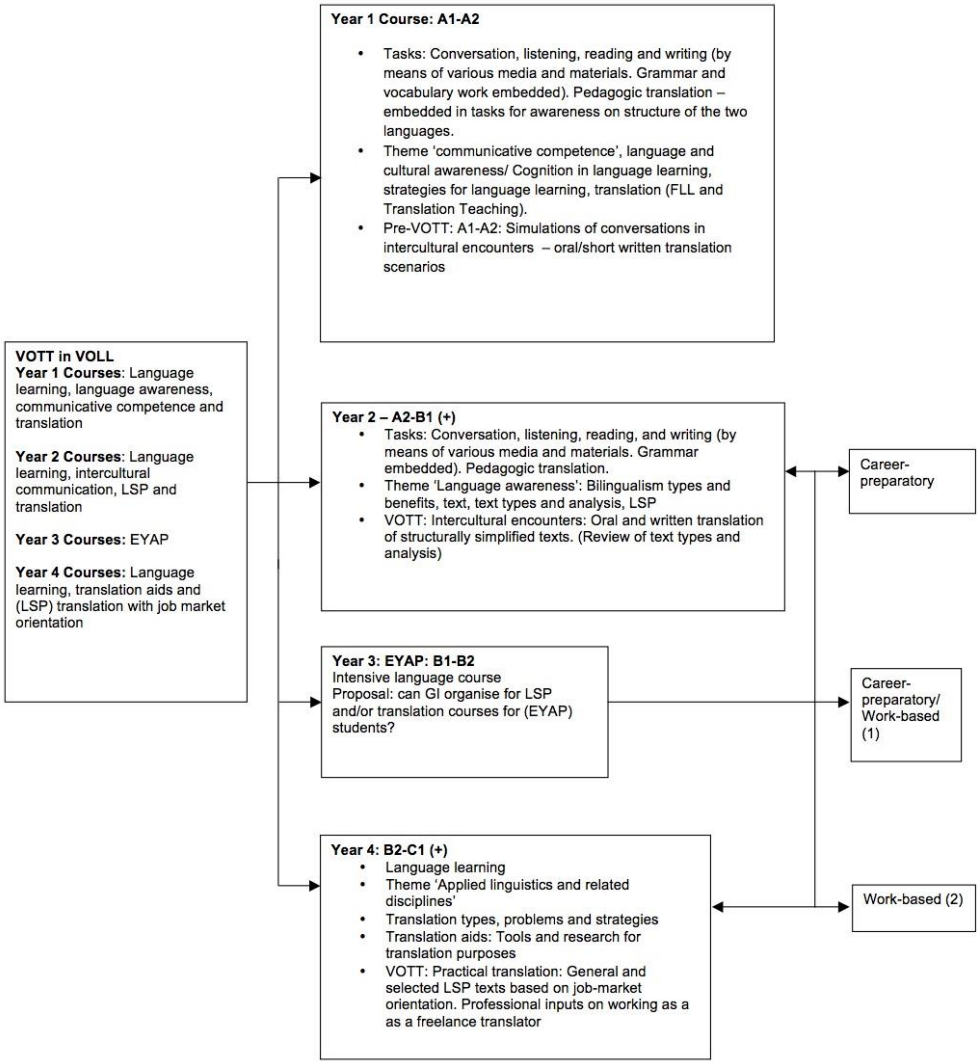

Fig. 48: VOTT in the B. A. German Curriculum

6.2.2 General conditions for VOTT in German Studies in Nigeria: learning and teaching opportunities

This section features an overview of the possibilities for VOTT in Nigeria combining information and findings from the academic literature with the studies carried out in Germany and Nigeria in the course of this research work. First and foremost, from the background studies given in Chapter 5, it is apparent that the curricula have already made provisions for translation courses within GS in Nigeria, which is geared towards vocational translation in the final years of studies. The fact that that pedagogical, instead of vocational translations have been the practice in translation lessons is connected to the need for professionally trained and experienced teachers. Possible solutions to this will be addressed in section 6.2.3.

Contrary to the hypothesis at the beginning of this research work, that the FL proficiency of students learning translation must be C1, the language proficiency requirement for the first B-language, as seen in the translation curricula of the two universities that were examined, is B2. Looking at the success rate of students in the B2 certificate examination at the GI, Nigeria, a high proportion of B. A. German students have not yet attained the B2 proficiency level in German before commencing translating in their fourth year of study. For successful students, attaining this independent user level at the end of the first two years of university study does not necessarily signify the acquisition of the expected cultural knowledge associated[478] with that level of proficiency. This invariably means that courses on contemporary and everyday German language use, LSP courses as well as selected aspects of cultural studies are essential to further their cultural competence. These courses however, still do not offer the ideal cultural immersion (such as in the year-abroad/SA immersion programmes) in a natural setting of the German language. Since the year-abroad programme is no longer a reality in the Nigerian GS curriculum, and the best that GI is best only intensive German language courses during EYAP, it has been impossible for the students to receive the cultural immersion needed to attain 'cultural proficiency' in German before graduation.

A possible solution for this might be to re-institute partnership for short-term [479]exchange programmes with universities in German-speaking countries. For instance, the influence of the German language is reportedly still felt in the African country, Namibia (also formerly called 'German South-West Africa'). It was a former colony of Germany up until the end of WW II. Since there are still German settlements in the country, an arrangement for such partnerships could be pursued.[480] Where this is considered feasible, a kind of 'language internship' for cultural immersion could be organised in collaboration withuniversities.

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[478] Findings from the studies reported in Chapter 4 point out clearly that the cultural immersion programme helps students significantly in attaining the linguistic and cultural proficiency levels necessary for doing translation.

[479] As an undergraduate undertaking B. A. German Language studies in the Department of Foreign Languages, OAU, Nigeria between the years 1997-2001, one of the pursuits of the student council at that time was the re-establishment of the Year-Abroad Programme. One major reason given in discussions about the cancellation of the Year-Abroad Programme was the fact that students absconded from their universities of study abroad to avoid returning to their home country in search of greener pastures. With stricter migrationrequirements in place within Europe, the short-term exchange programme certainly has good prospects that would aid the development of intercultural competence in undergraduate students who participate.

[480]Compare http://www.rhinoafrica.com/namibia/facts-and-information and http://www.namibian.org/travel/namibia/population/white.htm. See cultural and economic relations under http://www.auswaertiges-amt.de/EN/Aussenpolitik/Laender/Laenderinfos/01-Nodes/Namibia_node.html.

Furthermore, it is essential that the GS sections of the three universities seek collaborations with experts in the industry, who within a Nigerian context, may both be trained and untrained in Translation. The recruitment of services from retired academic staff, who have been trained abroad in TS might be convenient. Apart from this, workshop sessions and symposia with students may also be designed to include sessions with some translators who, in spite of their lack of academic training in TS, have been able to operate in the translation market in Nigeria. Such teachers may enlighten students on their own experiences in the job market, pointing out how much students stand to benefit from theoretical and practical sessions on translation.

Collaborating with academics working in translation theory in other language sections and departments of educational institutions might also be useful. The three institutions could seek CVs of educators with teacher training and training in TS, so that collaboration for theoretical training based on current findings in TS can be organised and given to students in their final year (i.e. 7th and 8th Semesters). Collaborations with trained experts outside of Nigerian, specifically with experts from Germany and/or other German-speaking nations for guest lectures, can be established through the GI, the DAAD and the German Consulate in Nigeria. The GI provides translation training in some nations as part of its goals as the German cultural centre in foreign countries. It is, however, understandable that the GI Nigeria presently does not have that capacity to give training in vocational translation, since several of the GI's teaching staff are GS graduates from Nigerian universities. Nonetheless, efforts can be made by the Nigerian Association of Teachers of German (NaToG) to discuss the importance of the acquisition of the mediating skills with the GI. Possibilities could thereafter be sought for collaborations with foreign teachers who are experts in translation, who could give some introductory basics in compact sessions to students in the course of their one-year EYAP. In such a situation, the funding and organisation of such an event has to be planned, by both the GI and the universities. This, however, should not be problematic, in that students would be motivated to pay a small amount for such events, once they are aware that it would boost their competence for translating and receiving freelance translation jobs as students.[481]

[481] Considering the fact that students have to pay for their EYAP, such an event, which could be termed as an ‚extra' educative offer, would likely interest students.

The workshop sessions, if organised as block seminars and weekend courses, would allow for several hours of continuous collaborative learning.

Moreover, in order for teaching sessions to be effective, students would have to develop the habit of reading academic literature in preparation for classroom discourse. This cannot be overemphasised, as it is essential for the acquisition of theoretic knowledge.[482] Since FL skills are best developed in an integrated manner,[483] each course session in an FLL curriculum (as from the A1 level) needs to be carefully designed to allow room for the development of individual skills. As mentioned in Chapter 2, language mediation scenarios were rarely found in the analysis carried out on some of the GFL course materials used in Germany. This invariably means that the teacher needs to search for authentic materials, select text with difficulty levels that correspond to the proficiency levels of the learners, and be creative in designing tasks that can foster the mediating skill alongside the four classical language skills. Academic literature on language training for translation (as discussed in Chapter 3) would give didactic insights and be particularly suitable for students who have attained the proficiency level B1-B2. Another duty to be carried out by the instructor is the issue of internal differentiation (between students). The previous translating experiences, language competence as well as general information about the learner groups, need to be taken into consideration in order to design an appropriate learner-oriented syllabus.

In addition, developments from CAT-training in developed countries and findings from the feasibility studies carried out in 2011 in Nigeria have revealed possibilities for CAT-training in the three Nigerian institutions. As reported in Chapter 5, participants in the workshop worked in pairs on individually-owned laptops, and were able to use the available TM for the translation session. Developments in the translating world now offer free cloud-based TMS (see section 3.4.3). This means that Nigerian German language students may carry out translation tasks during work periods at the departments, using university internet

[482] During the feasibility studies in Nigeria in 2011, students were unwilling to prepare by reading the academic literature from home. This could however also be because of the language of the academic text (German), which some of them found difficult to comprehend. Invariably, academic texts written in English are bound to be more easy to understand by the students. However, analysing texts of different text genres in German and English for translation purposes is also part of the competences to be developed in VOTT.
[483] See Krumm 2001:12.

subscriptions to access the cloud-based TMS.[484] Free internet access may not be availabale away from the university campus. Equally important is the issue of certification in relation to the translation competence to be acquired within GS. Academic transcripts are essential for applications for further studies. Therefore certificates, and not transcripts, bearing information on how long students have been exposed to practical translation in general and specific subject fields, would be useful for finding a job. Such certificates could be separately designed in the Departments and given to course participants at the end of the semester. Moreover, the possibility of combining FL Studies with TS has been seen in the example of the curriculum at Aston University, UK (see section 3.4.2). Thus, implementing VOTT is considered a further step towards developing and standardising translation practices in Nigeria. Teacher-related issues are specifically discussed in section 6.2.3.

6.2.3 Vocational Translation Teaching (VOTT): possibilities for teacher education

VOTT is being proposed within the context of FLL where educators are typically not trained as translators. Therefore, VOTT entails an entirely new professional orientation for the educators. Based on the discussions in Chapter 5, such instructors would ideallyhave been engaged in undertaking translation services at one point or another, and have therefore gained some translation experience. The results from studies in Germany show that several educators received professional training in translator education. Some, however, changed careers from both language and non-language-related fields, compensating for their lack of theoretical and professional training with their L1 and FL competence, and long-term freelance translating experience, as well as by updating their knowledge in TS in relation to their teaching duties or taking professional translator exams. Generally, German language teachers in Nigeria may compensate for their lack of professional translation training by improving their intercultural, translation, and teaching competencies. The first step for FL teachers towards acquiring

[484] As at the time of the study in 2011, students did not have access to use the university internet services. However, for collaborative and autonomous learning within university premises, departments may secure internet access for student participants in their final year. That students may prefer to use the internet access for other purposes should not be an impediment, because there are website restrictions, even for staff members during working hours. Apart from that, students would already be aware of their deadlines for collaborative projects.

translation competence is the acceptance of the reality that bilingualism is not synonymous with translation competence. FL teachers, therefore need to also become exposed to core aspects of translator education. These include: the theoretical background and approaches to translation, problems with and strategies for translation, terminology, CAT-tools, practical, general and LSP translation, translation assessment and quality management. Kelly's (2005: 152-153)'s list of useful resources for educating translator trainers and Nord's (2005: 271) recommendation of a 'sabbatical' in a translation company are applicable also within the Nigerian context. Similar to the proposal for students, collaboration may be sought with universities in Germany or German-speaking countries, so that through the GI, experienced educators in TS can educate Nigerian German language teachers in professional translation and the important aspects of vocational translation teaching.[485] A further possibility is to partner with such universities for access to virtual classrooms (cf. Angelone 2013). Certainly, a needs analysis by an expert for the group concerned is essential.

Furthermore, a VOT teacher is expected to undergo professional translation, according to Kelly (2005). Professional experience in Nigeria in terms of translation is, however at a much lower level than professional experience in Germany or in other developed countries. This is due to, as discussed in chapter 5, the Nigerian translation market still developing. In Nigeria, a German language teacher's translating experience will be linked to those times s/he has done freelance translations or has been part of translation projects. However, the suggested 'translation sabbatical', workshops, symposias, translator conferences and online translators' forums can enhance such translating experiences.

In addition, FL teachers also need to acquire the necessary competence in teaching. Previous studies within Nigerian contexts have shown that individuals in some fields may be employed without having undergone teacher training, although the GI and/or DAAD organise periodical pedagogical seminars, with the aim of improvingfurther developing the teachers' competence in the three institutions. Short courses in education are useful for giving on-the-job training. Since the aforementioned universities have faculties of education, the departments concerned may liaise with officials of such faculties to agree to, and organise, such courses. Overall, professional training in translation teaching (which includes core

[485] This can be organised by NaToG, and be scheduled (for financial reasons) to happen at the same time as the expert/experts introduce EYAP students to the rudimentary aspects in TS.

aspects of TS and teacher training) is a combination that would enhance the teaching and translation skills of German language teachers at the three universities, which have already been acquired.

7 Summary and Conclusion

The belief among Nigerian students and in Nigerian society that a university education enhances career prospects generally predetermines the choice for courses of study. As university education typically involves years of study, the necessity for vocational qualification cannot be overstressed. This research work has been carried out based on:

- (1) identified needs for vocational orientation in German Studies (GS) in three Nigerian universities as a result of the societal attitude towards university courses without established prospects of (immediate) employment.
- (2) The need to bridge the gap in cultural environments with a developing translation market in the language pair 'German, English', but without a functional educational curriculum for training translators due to the dearth of qualified educators.
- (3) The need to exploit further avenues for economical development in the translation industry in Nigeria. Translation is thus considered an essential language-based vocational subject that should be incorporated into the GS curricula and taught vocationally in Nigerian universities within German study programmes.

Incorporating Vocational Translation Teaching (VOTT) into the GS curricula is, therefore, on the one hand, expected to motivate Nigerian students who study German. This will provide them with a sense of positive future job prospects. On the other hand, GS graduates from such programmes would be more confident while translating, putting their newly acquired vocational knowledge and skills to use. At any rate, they can provide translation as well as technical writing services to Nigerian-based international trade partners who would otherwise employ foreign translators. Such a course arrangement would enhance the educational system. It will serve as a temporary solution for translator training until there are sufficient resources for running 'stand-alone' professional translation courses in Nigerian universities.

7.1 State of research

Consequently, conditions under which the aforementioned needs could be met, have been examined based on findings in FLL as well as in translation teaching. First, a review of the literature regarding the conditions of translation in both fields was undertaken.

Translation, as part of language mediation, has been categorised in the Common European Framework of Reference for Languages (CEFR) (Council of Europe 2001), as the fifth skill after the classical four (listening speaking, reading and writing). This skill should be developed to give vocational orientationin all the six proficiency levels in foreign language learning (FLL). Nonetheless, didactic strategies for training this 'fifth skill' have been left open to teachers to develop. Likewise, the textbooks that were analysed, which are used in teaching German as a Foreign Languge (GFL) in German-speaking settings, rarely reflect scenarios of language mediation. On the contrary, the textbooks and teaching materials focussed only on training the four classical language skills. As indicated earlier, Vocationally-Oriented Language Learning (VOLL) which is an approach used in FLL, provides a platform for incorporating vocation-related skills in FLL. It serves as a midpoint where language skills and professional skills can be developed based on learner needs and the expected learning outcomes (see Chapter 2). However, provision has not been specifically made under VOLL for the teaching of mediation skills, even though there have been few scholarly discussions on teaching vocational translation (VOT) to foreign language (FL) learners in such a way that the cognitive complexities can be reduced. The argument in FLL has been that the goal of FL learning is not to produce professional translators. Further scholarly discussions, however, point out the possibility of VOT for advanced students of FL.

In order to ascertain current/standard translation practices in professional translator education, academic discourses in Translation Studies (TS) and specifically theoretical models used in training translators were examined. These models describe translation processes normatively or descriptively and together reveal theories on phases, problems and strategies in translation. Scholars from different theoretical schools of thought have looked at the theme of translation from different perspectives, bringing in different insights for translation. The functional approaches, which are known for their pragmatic features (e.g., the Skopos, the translation-related text analysis - TrTA), are commonly used in translator education. Likewise, the cognitive/psycholinguistic approaches have provided insight into the 'black box', the cognitive processes that amateurs and professionals undergo while translating. By means of these insights, areas of difficulty and strategies used by amateurs and professionals are revealed. They also indicate aspects which should be explicitly highlighted in translation training.

The learning goal of translator education, translation/translator competence, was further analysed by looking at different models from various schools of thought. At this level, the complex combination of skills that translation involves apparently exceeds the proficiency skills in an FLL context. Contributions on text and specialised text (LSP) analysis for

professional training were also appraised. The appraisal revealed differences between the two interdisciplinary fields (i.e. FLL and TS). Central issues such as the text genres and types, the criteria for text selection for translation teaching, didactic inputs for analysing texts and LSP texts, relate specifically to the translation profession and generally go beyond the boundaries in FLL.

Subsequently, curricular aspects involved in translation education were examined. The pragmatic factors (i.e. analysed needs- see Chapter 3) that predetermine the design of a translation curriculum have shown that a functional curriculum cannot be independent of the environment where it is to be used. These factors also determine the curriculum type, be it academic (for acquiring an academic degree) or vocational (for getting a practical professional training, with a focus on the procedural knowledge) or hybrid. Different institutions of higher learning design curricula based on needs that should be met, the available resources, goals to be fulfilled and regulations to be followed by the institution type.

7.2 Studies on translation in Germany

In a bid to understand translation education and practice, investigations in translation courses in two German universities as well as among students, teachers and translators in Germany, were carried out. A survey among students and participant classroom observations were carried out in two universities in Germany with accreditations from international organisations regulating translator education in Europe. Furthermore, research interviews were conducted among translators and translator teachers in Germany. The results obtained from a comparison of information from academic literature on translation and translator education, with the findings from the studies among educators and translators, showed the status quo in translation teaching and practice.

Classroom sessions were observed, using the participant observation method in the empirical study. This method was chosen to capture students' participation and to experience teaching and translation procedures in the translation sessions. The decision was find out aspects of translator education that can be incorporated taken to reveal the processes in training translators specifically because the qualifications acquired before the commencement of this research work were in GS and German language didactics. Teaching methods and procedures, tools, learning materials, lesson themes, learning tasks and learner profiles were all factors that provided details on how professional translation is taught in the classroom. The

classroom observation also revealed that universities may vary the extent of translation practicals.

Key information was requested in the survey that was carried out among students in the two German universities, such as: information on language, study, previous translation profiles, as well as questions on computer-assisted-translation-tools (CAT-tools) and the time allocation with the tools. In addition, the questions included individual evaluation and the significance of the theories that were taught, of the CAT-training sessions, and the students' personal satisfaction rating with suggestions for the improvement of the curricula. Furthermore, interviews were conducted among two different groups in Germany, namely: the translator educators and the translators. The educators were staff members in five different German universities. They were interviewed about their individual qualifications, experience, the specific qualifications needs for translator trainers, the significance of Stay-Abroad Programmes (SAP) in translator education and their satisfaction rating for the translation curricula in their various institutions. Likewise practitioners in the translation industry from different locations in Germany were interviewed on:

- qualification and experience,
- specialisations in translation,
- working procedures and
- individual rating of their previous translator education as it relates to their preparedness for the translation industry.

The results of the interviews with educators and translators have, on the one hand, revealed further conditions in translator education and industry. On the other hand, they have confirmed some of the findings from the literature, the participant classroom observations and the survey among students.

A look at the didactic procedures observed in the translation classrooms also highlight the routines in translator training. The findings include:

- (1) the status quo oflanguage proficiency requirements,
- (2) competencies previously acquired by students,
- (3) the teaching facilities and tools,
- (4) the class sizes,
- (5) the course types,
- (6) the types of classroom activities,

- (7) the social aspects for accomplishing tasks in and out of the classroom,
- (8) the roles of both the trainers and the trainees,
- (9) the theory-practice relationship, and
- (10) further teaching events (programmes, such as excursions and guest lectureship).

The literature review revealed traditional and newer approaches for more effective translation training, which are arguably still not completely implemented in institutions with translation programmes as observed in the two universities in Germany in the course of this research work.

One such approach is the social constructivist approach in which students work collaboratively and acquire new knowledge by making discoveries in scaffolded real life translation tasks. In other words, students are to take charge of their own learning, while educators play the role of facilitators and moderators in classroom activities. In addition, the findings show the necessity for considering and evaluating the heterogeneity of students and theskills, which had been acquired prior to their enrolment in the courses (internal differentiation). Research results on students' desire for more evaluation of translations are also connected to the theme 'classroom interaction' in activities. This is because project translations and evaluations done in groups will open up more issues to be handled than when classroom evaluations of individual translations is done. The teacher's openness to different teaching methods and the different possibilities for classroom interaction is required for such evaluations.

With reference to the teacher's competence, the necessity of academic training, professional experience as well as teacher training for translator trainers has been addressed in academic literature and was further confirmed by responses from some research subjects in the educational sector in Germany. Findings from this research study show an academic study to be the minimum qualification for translator training, and preferably in TS. This is apart from a minimum of one or two years of translating experience. As regards career changers who are translator educators, there are disparities in the findings from the academic literature and research subjects. Some scholarly literature shows the minimum translation practice requirement to be three months. On the contrary, research subjects have mentioned various numbers of years up to 10 years. This indicates the importance of the build-up of professional experience for trainers, in spite of the fact that there are different opinions on it. In addition, a trainer requires knowledge about appropriate teaching methods, teaching procedures and classroom management. Trained teachers certainly would most likely use teaching methods

with which they have been taught, which they have also studied, practised (such as in teaching practices) and found beneficial. This possibly explains Kiraly's (2000) convictions about the social constructive teaching methods, since the author had a background in FLT where communicative teaching methods and constructivism are considered to be effective teaching. However, only a few scholarly publications have given a hint as to the possibilities for training career-changing educators, because the trend in the qualifications of present day generation of translator educators is essentially a background in TS.

Nevertheless, research results from the study among educators revealed factors that were considered as qualifications for a few educators with no previous academic qualifications in translation. Such factors include academic qualification in different fields, linguistic and intercultural competence in specific working languages, state-recognised translation examination(s), professional translation job and experience. In spite of the conditions for, and the exceptions to, being a translator trainer, further avenues listed in academic discourses for training translator trainers include specific curricular designs for translator teacher education, conferences and professional training events, published conference literature, relevant academic journals and other related publications.

7.3 Translator education in Germany: Desiderata

With reference to the research findings of the various studies conducted in Germany, the following curricular needs for translator training are indicated:

- (1) intensified language courses,
- (2) synthesis between theories and practicals (harmonisation of translation theories with typical work routines in the translation workplace),
- (3) real-life translation alignment (in terms of language direction and work as a freelance translator),
- (4) inclusion of varieties of English,
- (5) more explicit teaching of translation strategies,
- (6) incorporation of more subject fields (such as politics, Audio-Visual translation (AVT), translation for the physically impaired, integration of Information Technology (IT) and TS (markup language, software localisation), culture – audio texts, exhibition catalogues, literature and general translation).

- (7) sufficient time allocation for working with CAT-Tools,
- (8) selection and teaching of theories that are relevant for real-life translation tasks,
- (9) professional internship as a replacement for SAP (where possible) and
- (10) more practical translation (as against theory).

The relevance of these recommendations lies in designing vocational translation courses as well as for adaptations to an existing curricula to meet learner and societal needs.

7.4 Studies on translation in Nigeria

Trends and standards relating to translation in Nigerian FLL situations, and in Nigerian society, were also examined in order to precisely analyse the societal need for translation in the aforementioned language combination (i.e. German, English). The analysis provided insights necessary for designing the VOTT-model. Being a multilingual/plurinlingual society with more than 450 indigenous languages, the roles and significance of national, second and foreign languages were discussed. As shown in the academic literature and by experience, the German language plays a secondary role in Nigerian society, in spite of its noticeable presence for economic and developmental reasons. Translation practices in historical and contemporary times in Nigeria were investigated and evaluated, with an overall goal of revealing the current professional translation practices and market demands for translations, specifically relating to the German and English languages. Results point out that the geopolitical situation/location and the developing economic state of the nation also influence the translation market, so that there is barely a need for a 'stand-alone' translator education in the language combinations 'de-en/en-de'. This is because Nigerian students, graduates and teachers, who have studied German, and a few others with German language (and cultural) knowledge and/or former participants in translation courses abroad, typically take up translation jobs.

Moreover, in the academia within Nigerian GS contexts, there are very few indicators of teachers' awareness VOLL or of the CEFR as a framework to be used in planning course content and selecting course materials. The implication is that possibilities for incorporating language mediation through the stages of language proficiency are, on the one hand, not exploited. The lessons are typically focussed on building the four classical skills, using teacher-centred teaching methods. On the other hand, translation courses in the final year are typically pedagogical, although course descriptions do point towards the vocational goal. The only university with an accredited translation curriculum at the master's degree level no

longer held functional translation training during the course of this study. According to feedback obtained from the university, this was because of the unavailability of qualified personnel for the programme (See Chapter 5). Such a situation clearly indicated the necessity for VOTT in GS, if vocational translation skills are to be acquired by GS students.

In order to ascertain the possibility of VOTT in Nigeria, questionnaire-based interviews were conducted in Nigeria, with a view to uncovering the market demand for translators that use the language combinations 'de, en' as well as the translation practices that exist in Nigeria. Further investigations were also conducted on the existing translator association, the accredited but non-functional postgraduate translation programme in one of the three universities, as well as all other aspects of translation in undergraduate programmes at the three universities with bachelor degree programmes in GS. Another point of research interest was to find out ways in which and how VOTT could be implemented within GS programmes. The demands that such programmes place on both students and instructors in GS were also considered.

In the search for possibilities to incorporate VOTT into GS, a feasibility study on VOTT was conducted among final year BA students of GS in the 8th semester of study in one of the Nigerian universities. A 15-hour workshop was held within three days, consisting of a theoretical introduction to TrTA, as well as practical sessions with the TMS 'ACROSS' on individual PCs of both the students and the moderator. The subjects were taking a translation course with a different instructor in that semester. The teaching approach in the workshop was social constructivist, allowing and stimulating subjects to construct meanings by themselves. While the teaching method that was used was as a result of the FL teaching training of the initiator, it aligns with many aspects of the social constructivist method recommended in literature for translation teaching.

Among the participants, there was only one active and confident participant, who had successfully passed the B2 language certification examination at the Goethe Institut (GI). The findings thus show that the students required further language training for translation purposes. They had conspicuous difficulties discussing academic topics fluently in German, which was the working language in the theoretical sessions. Even though the subjects were taking a translation course in that semester, they were neither familiar with the selected literature written by a popular author in the translation field nor the knowledge it was meant to impart. This portrays a picture of pedagogical translation being used for language teaching. In the course of the practical sessions, where English was the medium of classroom discourse, the subjects were vocal, making arguments for considering translations in their individual groups as the appropriate functional version. Errors were classified in the teams and

consensus were reached on what seemed to be the better options to both the group and the moderator.

The aim of the feasibility studies was achieved, as the workshop participants realised firsthand, that vocational translation signifies the need for conveying the appropriate meaning to a target language (TL) readership, that are completely dependent on the translator. The subjects obtained a glimpse of the roles the translator has to play, and the reality of the various decisions s/he has to make before arriving at a functional translation. Although the initial plans of carrying out the feasibility studies at two other Nigerian universities could not be fulfilled, the four-year, level B2 proficiency results from the GI revealed the language competence of students from the other universities. These results were then compared with the results of the subjects in the institution, where the workshop took place. The findings revealed subjects participating in the workshop as the ones with the lowest pass rate in that academic year. It was therefore deduced, based on the pass rate, that the students from the other two universities were more proficient in German and would have been more engaged in the workshop.

7.5 VOTT in FLL context: an adaptive model

With reference to the aims of this work, this research study has presented up-to-date findings in literature in terms of translator education and the conditions required for translator training. The results of the studies conducted among students, educators and practitioners in Germany have been triangulated. Information and findings from literature and the observations have been confirmed by the other studies. Aspects from the data gathered from published literature and the subject groups in Nigeria also provided information for developing a model for VOT in the Nigerian GS context. Although the collected data has a broad demography in terms of the subjects (students, teachers, practitioners and buyers of translation services in Nigeria), more data samples might be needed to draw a general conclusion of the result of the study in this thesis.

Nonetheless, based on the findings from the various studies in this work, a VOTT-model was designed based on the Nigerian GS curricula in the three Nigerian universities. For effective implementation, the VOTT model was divided into three phases (see Chapter 6), namely:

- career-preparatory,
- career-preparatory/work-based (1)
- and lastly, career-preparatory/work-based (2).

The curricula highlighted linguistic and theoretical aspects that can be incorporated in language learning in GS for creating language awareness necessary for acquiring vocational translation skills in the 'Pre-VOTT' (career-preparatory) stages, based on the language proficiency calibrations in the CEFR. Furthermore, VOTT activities in the career-preparatory/work-based (1) and (2) also included language learning, further theoretical introduction and practical translation, based on the identified societal and learner needs. The VOTT model is considered adaptable to FL studies curricula in cultural settings, where TS is still in the developmental stages.

7.6 Summary and recommendations

In summary, the argument in this research work has been that VOTT can serve as the bridge between TS, a field still underdeveloped in Nigeria, and FL studies, a study field in which pedagogical translation is taught, from which several Nigerian graduates proceed to take up translation jobs. The use of the VOTT-model can also lead to benefits of motivation in terms of job prospects and increase the work skills of students in the B. A. German programmes in Nigerian environments. The benefits certainly transcend educational settings, leading to further economic and national development in terms of job creation (employment or freelance jobs) for Nigerian GS graduates.

The declarative and procedural knowledge necessary for implementing VOTT in an FLL environment like Nigeria have been discussed based on findings from both the academic literature and discourses, as well as the results from the quantitative and qualitative studies. From the findings, pre-conditions for such training on the part of students and teachers have been highlighted. Prerequisites for achieving such goals include both pre-curricular and post-curricular planning and implementation. The supposition that competent bilinguals can offer functional translations has, as shown in Chapter 3, already been refuted by empirical studies of the psycholinguistic/cognitive approach to TS. Therefore, implementers of VOTT as a short-term solution within FL studies need to first consider knowledge acquisition in relevant aspects of TS first as a prerequisite for trainers. FL instructors with qualifications in the subject field 'education' have already acquired knowledge and skills in teaching. Untrained teachers will benefit from insights on teaching theories and methods, as well as experiences of classroom observations in teaching events of trained and experienced teachers (Kelly 2005). Furthermore, liaising with reputable translation service providers in order to gain insights into professional translation would help to enhance the quality of their translating experiences (Nord 2005). VOTT as an approach can be successfully applied in a learning environment,

where implementers are well informed about the roles they should ideally play and the consequences of their decisions in the task designs, methods and classroom operations.

As shown in the findings of this work (see Chapter 4), the emerging desiderata in TS include curricular, as well as didactic aspects, in terms of the trainees and trainers. Since students' and societal assessments also serve as feedback for improving curricular designs, findings from the data gathered in this research work could serve as a feedback for further improvements to translator training in the selected German institutions and others with translation programmes. Student respondents as well as interviewed educators and practitioners have pointed out the disparities between the theory-centred curricula and the professional demands of the translation market. Scholars in university-based translator education therefore need to confirm whether learner and societal needs are actually being met. Inquiries could be made to see if course durations, especially in practical translation sessions (with CAT-tools) could be extended to allow for more social-constructivist approaches, considering also the heterogeneity of learners.

Furthermore, the question of including further subject areas in LSP translation arises, although it is certain that university translator education may not be able to provide for all areas. A survey of more frequently demanded emerging fields in the job market could reveal further relevant subject areas. In addition, it might be imperative that university educators in TS look into the prospects of creating a separate vocational translation curricula in addition to academic-oriented curricula. Considering the fact that some vocational translation schools presently offer academic degrees as an extension to their vocational curricula and state recognised professional examinations, such a step might be economically beneficial for universities in the future. Apart from that, such an arrangement allows for a clear demarcation in the curricula, so that it becomes apparent that enrollees in academic programmesprefer the academic contents. At the postgraduate level, contents relating to teacher training and research in TS may also be introduced.

In terms of FL studies in tertiary institutions, VOTT provides a platform for bringing specific profession-related language-based skills into perspective. The training of translation skills in distributed phases - based on the language proficiency calibrations - fulfils the requirements described in the CEFR. The essence of such training is the probability that the FL studies graduate finds him/herself in career situations demanding translation.

TS in developed countries have established standards for translation training and practice. These standards may be adapted to suit further developments in TS in Nigeria. The reality of the dearth of qualified trainers in the language directions 'de-en/en-de' however undermines translator training in these language pairs. FL departments of the aforementioned

Nigerian universities may liase with qualified translator trainers in other language combinations to provide theoretical courses in English in the pre-VOTT and VOTT stages, for all the possible language combinations in such departments. As a result of this, if the recommendations for collaborations with western translator educators are acted upon, more time can be scheduled for practical translation in ‘de, en’, as well as in the different specialised fields.

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9 Appendices

Appendix 1: Informant's reports 1-3 - M. A. Translation degree (German)/B. A. German-UI-Nigeria

Informant's report 1 - M.A. Translation degree (German), UI, Nigeria

Informant 1, UI Nigeria

Jan 30, 2014

To

me

Liebe Damilola,

im Anhang die 5 Seiten des M.A. Kurrikulums. Hier hat sich seit 2003 nichts gändert, weil das Programm seit der Pensionierung eines Professors seit etwa acht Jahren nicht mehr angeboten wurde. Laut HOD […]: the programme was advertised by PG School last year. It may be offered for admission for the coming session.

You can see that the M.A. Translation is closely linked to French in some Elective courses. We had some graduates with the major languages Russian and German. Do you need exact numbers of graduates?

From among the Electives, M.A. students can choose a small number of units (would have to ask the exact number). I think that answers your question on one French course. I see that there is MLT 711 Second Language Studies (same as MLF 701 and MES 706). MES stands for Master in European Studies, which was offered for only a couple of years when Prof *XYZ* was still in the Depat. This Programme was his brain child.

Concerning the B.A. German Curriculum there was a revision about 6 years ago. Therefore I have to get the typed pages to scan for you.

Sorry I don't know how to compress the attached scans or don't have the WinRar software installed.

Für heute alles Gute und liebe Grüße

Informant 1

Informant's report 2 - M.A. Translation degree (German), UI, Nigeria
Informant 1
Feb 7, 2011
To me
Liebe Damilola,

endlich kann ich dir die gewünschte Info schicken. Damals war das M. A. Programm nur für Französisch genehmigt, deshalb die Verweise zu den M. A. Französischkursen. Zuletzt graduirten Studenten in diesem Programm um 2004, da müsste ich noch einmal genau nachfragen. Nachdem Prof. *Xyzab* pensioniert wurde, gab es keinen Fachmann für Übersetzungstheorie mehr. Aber in diesem Jahr noch müsste Herr *ZXY* bei uns mit seinem Ph.D. in Übersetzung abschließen und außerdem möchten wir die OAU graduate *Abcde Ghijklmno*, neé *Opqrstuv* nach ihrem M. A. in Übersetzung in UI anstellen. Ab 2011 oder 2012 müsste dann der M. A. Translation wieder angeboten werden.

Ich muss schnell machen, weil der Strom jeden Moment weggehen kann. Ich hoffe, es geht Ihnen gut.

Herzliche Grüße

Informant 1

Informant's report 3 – B.A. German Programme, UI, Nigeria
Re: B.A. German Curriculum
Informant 1
Feb 4, 2014
To
Me

Liebe Damilola,

meine Antworten zu deinen Fragen:

1. in U. I. heißen die Sem. einfach 1. und 2. Sem.

2. die Zahlen der course codes haben keine Bedeutung. die Kursverteilung auf Semester wird pragmatisch bestimmt nach Kursinhalten und ggf. nach Dozenten. Ich habe dir den jetzigen Kursplan nach Semestern angehängt. Wir sind wegen des Streiks noch im alten akademischen Jahr 2012/2013, das offiziell anfang Juni beendet sein wird.
Ich hoffe, das hilft dir weiter.

herzliche Grüße
Informant 1

Appendix 2: Language mediation in '*Profile Deutsch*'

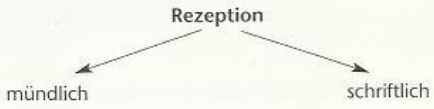
2.2.4 Kannbeschreibungen und sprachliche Aktivitäten

Fortschritte im Sprachenlernen lassen sich auch daran ablesen, inwiefern Lernende fähig sind, kommunikative Situationen und Aufgaben zu bewältigen. Die kommunikative Sprachkompetenz eines Lernenden wird also „in verschiedenen *kommunikativen Sprachaktivitäten* aktiviert, die *Rezeption, Produktion, Interaktion* und *Sprachmittlung* [...] umfassen, wobei jeder dieser Typen von Aktivitäten in mündlicher oder schriftlicher Form oder in beiden vorkommen kann" (Referenzrahmen 2004, 25).
Die Kannbeschreibungen in „Profile deutsch" sind daher auf dem jeweiligen Niveau nach diesen Kriterien geordnet:

Aktivitäten	Form	Fertigkeiten
Interaktion	mündlich schriftlich	Hören und Sprechen Lesen und Schreiben
Produktion	mündlich schriftlich	monologisches Sprechen Schreiben
Rezeption	mündlich schriftlich	Hören Lesen
Sprachmittlung	mündlich schriftlich	Dolmetschen Übersetzen

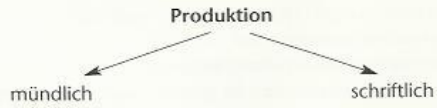
Sprachliche Aktivitäten in „Profile deutsch"

Die Definition der sprachlichen Aktivitäten in „Profile deutsch" folgt dem Muster des „Referenzrahmens", für die Sprachmittlung liegt dagegen in „Profile deutsch" erstmals ein differenziertes Modell beschrieben vor.



Rezeption

Rezeption ist ein primärer Prozess. Die Kannbeschreibungen umschreiben also Sprachaktivitäten, die für sich allein vorkommen.
Beispiele: detaillierte Kannbeschreibungen
Rezeption mündlich, A2:
Kann die Hauptaussage kurzer, einfacher und eindeutiger Ansagen oder Durchsagen verstehen.
Rezeption schriftlich, A2:
Kann an öffentlichen Orten häufig vorkommende Schilder und Aufschriften verstehen.



Produktion

Produktion ist in mündlicher oder schriftlicher Form ebenso ein primärer Prozess. Die Kannbeschreibungen umschreiben also Sprachaktivitäten, die für sich allein vorkommen.
Beispiele: detaillierte Kannbeschreibungen
Produktion mündlich, A2:
Kann einfach und kurz von persönlichen Erfahrungen, Ereignissen und eigenen Aktivitäten berichten.
Produktion schriftlich, A2:
Kann sehr kurze, einfache Beschreibungen über persönliche Erfahrungen, Ereignisse und eigene Aktivitäten machen.

Interaktion

In der **Interaktion**, die mündlich oder schriftlich erfolgen kann, „tauschen sich mindestens zwei Personen aus, wobei sie abwechselnd Produzierende oder Rezipierende sind, bei mündlicher Interaktion manchmal beides überlappend" (Referenzrahmen 2004, 26). Im Gegensatz zu Rezeption und Produktion umschreiben die Kannbeschreibungen eine Kombination von Sprachaktivitäten, z. B. abwechselndes Verstehen und Sichäußern.

Beispiele: detaillierte Kannbeschreibungen

Interaktion mündlich, A2:

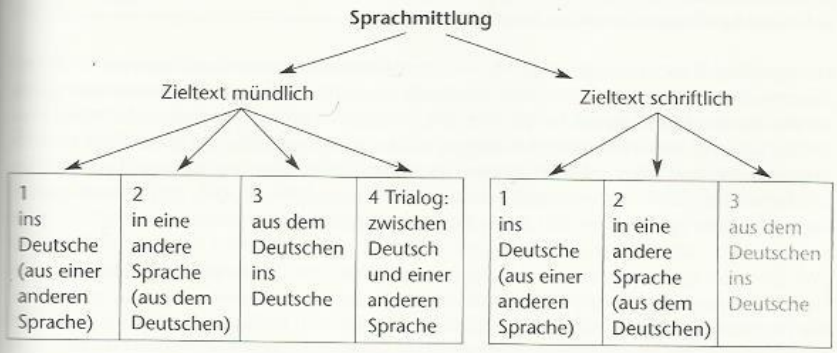
Kann in einer vertrauten Situation einfache Vorschläge machen und auf Vorschläge reagieren, z. B. zustimmen, ablehnen oder Alternativen vorschlagen.

Interaktion schriftlich, A2:

Kann sehr einfache persönliche Briefe, Postkarten und E-Mails schreiben und darin Persönliches austauschen.

Das folgende Diagramm skizziert die Situationen der Sprachmittlung, die in „Profile deutsch" beschrieben sind.

Situationen der Sprachmittlung



Zieltext: ins Deutsche

Kannbeschreibungen des **Typs 1** beschreiben Situationen, in denen anderssprachige mündliche oder schriftliche Texte von der sprachmittelnden Person für deutschsprachige Rezipienten ins Deutsche vermittelt werden.

Zieltext: in eine andere Sprache

Kannbeschreibungen des **Typs 2** beschreiben Situationen, in denen deutschsprachige mündliche oder schriftliche Texte in einer Sprache weitergegeben werden, die dem Sprachmittelnden und dem Rezipienten gemeinsam ist.

Zieltext: Deutsch-Deutsch

Kannbeschreibungen des **Typs 3** können z. B. in multikulturellen Klassen im DaF-Unterricht vorkommen, bieten sich aber auch in anderen Fällen an, in denen eine von zwei nicht deutschsprachigen Personen besser Deutsch kann als der Partner/die Partnerin. Es sind Situationen, in denen deutschsprachige mündliche oder schriftliche Texte oder schwierige Teile davon auf Deutsch weitervermittelt werden. Für den sehr seltenen Fall von schriftlicher Weitergabe hat „Profile deutsch" keine Kannbeschreibungen entwickelt.

Zieltext: Trialog

Kannbeschreibungen des **Typs 4** beschreiben die Sprachmittlung ausschließlich in der mündlichen Interaktion. Es sind so genannte Trialog-Situationen, in denen die sprachmittelnde Person im Gespräch oder in einer Diskussion zwischen verschiedenen Personen in beiden Sprachen wechselseitig vermittelt.

Da im „Referenzrahmen" entsprechende Skalen fehlen, hat „Profile deutsch" erstmals ein kohärentes System von Sprachmittlung konkret mit globalen Kannbeschreibungen, detaillierten Kannbeschreibungen und Beispielen definiert.

Um die Abfrage auf der CD-ROM zu erleichtern, ist es auch möglich, die Kannbeschreibungen der Sprachmittlung vom Ausgangstext her abzufragen:

Ausgangstext mündlich
1. aus dem Deutschen
2. aus einer anderen Sprache
3. Deutsch-Deutsch
4. Trialog: zwischen Deutsch und einer anderen Sprache

Ausgangstext schriftlich
1. aus dem Deutschen
2. aus einer anderen Sprache
3. Deutsch-Deutsch

Selbstverständlich lassen sich die Kannbeschreibungen der Sprachmittlung auch Gruppenprofilen zuweisen und mit neuen, noch konkreteren Beispielen versehen.

2.2.5 Szenarien und Kannbeschreibungen als Basis eines handlungsorientierten Unterrichts

„Profile deutsch" geht in Anlehnung an den „Referenzrahmen" von einer sehr umfassenden Sicht von Sprachverwendung und somit des Sprachlernens aus. Mit anderen Worten: Es basiert auf einem handlungsorientierten Ansatz.

Der handlungsorientierte Ansatz

Der gewählte Ansatz wird als *handlungsorientiert* bezeichnet, „weil er Sprachverwendende und Sprachenlernende vor allem als *sozial Handelnde* betrachtet, d. h. als Mitglieder einer Gesellschaft, die unter bestimmten Umständen und in spezifischen Umgebungen und Handlungsfeldern kommunikative Aufgaben bewältigen müssen, und zwar nicht nur sprachliche. Einzelne Sprachhandlungen treten zwar im Rahmen sprachlicher Aktivitäten auf; diese sind aber wiederum Bestandteil des breiteren sozialen Kontexts" (Referenzrahmen 2004, 21). Erst der soziale Kontext verleiht sprachlichen Aktivitäten ihre volle Bedeutung.

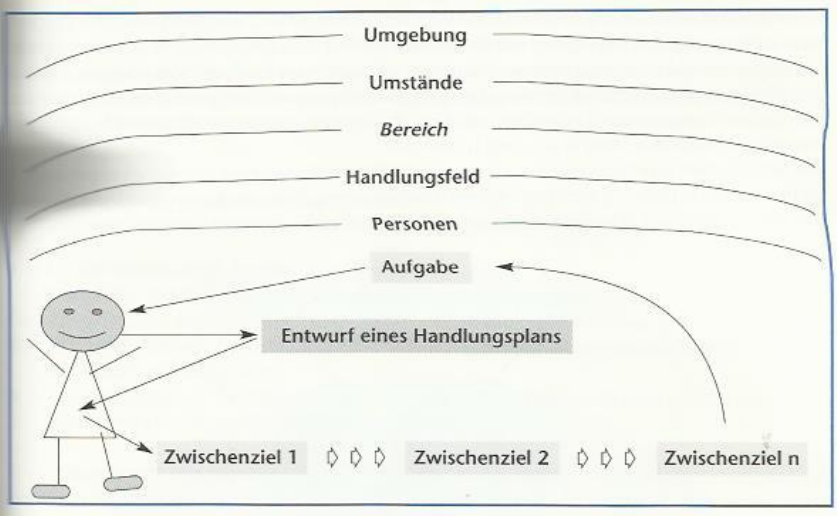
„Wir sprechen von kommunikativen *Aufgaben*, weil Menschen bei ihrer Ausführung ihre spezifischen Kompetenzen strategisch planvoll einsetzen, um ein bestimmtes Ergebnis zu erzielen. Der handlungsorientierte Ansatz berücksichtigt deshalb auch die kognitiven und emotionalen Möglichkeiten und die Absichten von Menschen sowie das ganze Spektrum der Fähigkeiten, über das Menschen verfügen und das sie als sozial Handelnde (soziale Akteure) einsetzen." (Referenzrahmen 2004, 21)

Kommunikative Aufgaben und Szenarien gehen von einem realen Kontext aus

Kommunikative Aufgaben und Handlungen sind in den konkreten Kontext eines Szenarios eingebettet. Die einzelnen Elemente eines **Szenarios** können durch sehr unterschiedliche Faktoren bestimmt werden:

- durch eine bestimmte Umgebung (z. B. ein bestimmtes Land, einen bestimmten Kulturraum),
- durch gegebene, momentane Umstände (z. B. Hitze, Finanzkrise),
- durch einen bestimmten Lebensbereich (persönlich, öffentlich, beruflich, Bildung),
- durch ein ganz konkretes Handlungsfeld (z. B. Akten lesend und diskutierend in einer Sitzung oder im Gespräch am Telefon),
- durch die an der Handlung beteiligten Personen (z. B. in ihren Funktionsrollen als Chefin oder Sekretär).

Diese Faktoren und ihr Zusammenspiel sollen durch die folgende Skizze verdeutlicht werden.



Der reale Kontext beeinflusst das Gruppenprofil

Die Skizze verdeutlicht, dass Lernende zur Lösung von Aufgaben zuerst einen **Handlungsplan** entwerfen, der sowohl von der Einschätzung der eigenen Ressourcen abhängt – z. B. von den sprachlichen Fähigkeiten oder dem soziokulturellen Wissen – als auch von verschiedenen äußeren Faktoren des gesamten Kontextes. Entscheidend dürfte letztlich auch sein, wie „Erfolg versprechend" eine Aufgabe aus der Sicht des Lernenden ist und wie ökonomisch sie gelöst werden kann. Nach dem Entwurf des Handlungsplanes werden dann mit konkreten Handlungen schrittweise Zwischenziele verfolgt, die zur Lösung der Aufgabe führen. Eine grundlegende Erkenntnis für Lehrende dürfte sein, dass letztlich die Lernenden entscheiden, wie sie eine Aufgabe lösen wollen.

Kannbeschreibungen und handlungsorientierter Unterricht

Was kann der Lernende in/mit der Sprache tun? Detaillierte Kannbeschreibungen für die einzelnen Aktivitäten sind also die logische Konsequenz aus einem handlungsorientierten Ansatz. Die sprachliche Kompetenz auf einem Niveau wird als Summe von Kannbeschreibungen eben auf diesem Niveau verstanden.
Einzelne Handlungen sind gleichsam Zwischenetappen, um die verschiedenen Aufgaben zu lösen.

Die Beispiele zu den detaillierten Kannbeschreibungen beschreiben die genauere Umgebung, die Umstände, die Lebensbereiche oder die Handlungsfelder, in denen eine bestimmte sprachliche Handlung stattfinden kann. Ebenso wird beschrieben, welche Personen in welchen Rollen beteiligt sein können.

Der reale Kontext beeinflusst die Unterrichtspraxis

Durch die situative Einbettung der Beispiele in einen konkreten Kontext verdeutlicht „Profile deutsch" für Unterrichtende, wie eine konkrete Aufgabe im Unterricht aussehen kann.
Im Zentrum des handlungsorientierten Unterrichts steht immer die Frage: Welche sprachlichen Handlungen sollen Lernende auf einem bestimmten Niveau ausführen können, um eine konkrete Aufgabe zu lösen? Ziel eines handlungsorientierten Unterrichts wäre also, durch die Formulierung von Aufgaben ein möglichst breites Lern- und Evaluationsangebot zu schaffen, aus dem Lernende auswählen und in dem sie sich bewähren können.

Kann Namen, einzelne Wörter und kurze Wortgruppen aufschreiben.

Kann Autor, Titel und Preis eines Buches, das er für den Kurs besorgen soll, aufschreiben.

Kann in einem Kurs Aufzeichnungen des Lehrers von Tafel, Folie oder Flipchart-Bogen selbst notieren.

Kann den Titel einer CD, die ihm von einem Freund empfohlen wird, aufschreiben.

Kann in sehr vertrauten Bereichen einfache Notizen für sich machen, die Zeit- und Ortsangaben enthalten.

Kann für sich einen Lernplan (mit Wochentagen, Daten, Uhrzeit und Aktivitäten) schreiben.

Kann sich geänderte Kursräume und Terminänderungen für die folgende Kurswoche von einem Aushang notieren.

Kann sich den Termin und die Uhrzeiten für den bevorstehenden Betriebsausflug notieren.

Kann in Stichpunkten Fakten und Daten aufschreiben, die sich auf alltägliche Aufgaben beziehen.

Kann in einfacher Form ihren Reiseplan und ihre Reiseroute notieren.

Kann in einer Wohngemeinschaft den Putzplan (z. B. Tage, Namen, Räumlichkeiten) schreiben.

Kann sich im Betrieb auf Anweisung der Chefin notieren, welche Seiten er wie oft kopieren soll.

Globale Kannbeschreibungen: Sprachmittlung mündlich aus dem Deutschen

Kann vereinzelte bekannte Wörter oder Ausdrücke aus häufig gebrauchten, einfachen und kurzen deutschsprachigen Äußerungen zu vertrauten Themen, die langsam und ganz deutlich in Standardsprache gesprochen werden, anderen Personen in der gemeinsamen Sprache weitergeben.

Kann Namen, Zahlen, Preisangaben und sehr einfache Informationen aus einfachen schriftlichen deutschen Texten von unmittelbarem Interesse, die illustriert und einfach strukturiert sind oder viele Internationalismen enthalten, anderen Personen in der gemeinsamen Sprache weitergeben.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus dem Deutschen

Kann aus kurzen deutschsprachigen mündlichen Äußerungen wichtige Informationen, die auf Namen oder Zahlen basieren, anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann einer Bekannten an der Hotelrezeption in Berlin die Auskunft der deutschsprachigen Empfangsdame über die Frühstückszeit in der gemeinsamen Sprache weitergeben.

Kann beim Einkaufen in Zürich die Information der deutschsprachigen Verkäuferin über den Preis eines Kleides einer Freundin in der gemeinsamen Sprache weitergeben.

Kann bei der Einschreibung für einen Deutschkurs im Sekretariat wichtige Informationen zu den Kosten und zum Kursbeginn einem Bekannten in der gemeinsamen Sprache weitergeben.

Kann aus kurzen deutschsprachigen mündlichen Äußerungen ganz einfache, alltägliche und ihm/ihr vertraute Informationen anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann auf einer Party einer Freundin einfache Fragen der deutschsprachigen Kollegen zu Herkunft, Wohnort und zur Dauer des Aufenthalts in der gemeinsamen Sprache weitergeben.

Kann in einem Restaurant eine einfache Bemerkung des deutschsprachigen Kellners (z. B. „Mit oder ohne Eis?") einer Kollegin in der gemeinsamen Sprache weitergeben.

Kann in einem Geschäft die Frage des deutschsprachigen Verkäufers nach der Zahlungsart (z. B. „Bezahlen Sie mit Karte?") für einen Kollegen in der gemeinsamen Sprache übersetzen.

Kann einzelne Informationen aus einem kurzen schriftlichen, oft listenartigen deutschen Text zu vertrauten Themen anderssprachigen Personen in der gemeinsamen Sprache weitergeben, wenn der Text einfachen Basiswortschatz, Internationalismen oder visuelle Elemente enthält.

Kann einer neu eingezogenen Mitbewohnerin im Studentenwohnheim wichtige Angaben einer deutschsprachigen schriftlichen Einladung zu einem Sommerfest (z. B. Ort, Tag und Uhrzeit) in der gemeinsamen Sprache weitergeben.

Kann für einen Touristen einzelne einfache Wörter (z. B. Kinder – Eltern – Zug – Restaurant) aus einem deutschsprachigen Reiseprospekt in die gemeinsame Sprache übersetzen.

Kann einfache Begriffe (z. B. Sonne, Regen) der Wettervorhersage aus einer deutschsprachigen Tageszeitung für Bekannte in die gemeinsame Sprache übersetzen.

Globale Kannbeschreibungen: Sprachmittlung mündlich aus einer anderen Sprache

Kann aus einer anderen Sprache häufig gebrauchte Ausdrücke und Strukturen wie „Guten Tag!", „Guten Appetit", „Bezahlen, bitte!" an Deutschsprachige auf Deutsch weitergeben, wobei der Gesprächspartner beim Formulieren helfen kann.

Kann aus anderssprachigen schriftlichen Texten einige wichtige Wörter aus dem Basiswortschatz oder andere Informationen mit Hilfe eines Wörterbuches an Deutschsprachige auf Deutsch weitergeben, wobei aufgrund der Aussprache auch ein klärendes Nachfragen des Partners nötig sein kann.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus einer anderen Sprache

Kann in sehr vertrauten Situationen geläufige mündliche Informationen oder Fragen aus einer anderen Sprache Deutschsprachigen sehr einfach auf Deutsch weitergeben.

Kann in einem Restaurant helfen, den Getränkewunsch einer Bekannten (z. B. „Un verre d'eau, s'il vous plaît!") für die deutschsprachige Bedienung auf Deutsch zu übersetzen.

Kann einem deutschsprachigen Touristen die Wegerklärung eines Polizisten mit sehr einfachen Worten (z. B. „rechts", „links") auf Deutsch weitergeben.

Kann in einem Geschäft einem deutschen Touristen behilflich sein und für ihn auf Deutsch den Preis von Waren nennen.

Kann einfache anderssprachige Informationen von Schildern und Aufschriften Deutschsprachigen in Einzelwörtern auf Deutsch weitergeben.

Kann die Aufschrift auf dem Schild einer Geschäftstür (z. B. „fermé") für einen deutschsprachigen Touristen übersetzen.

Kann in einem Restaurant die Aufschrift (z. B. „caballeros") auf der Toilettentür für einen deutschsprachigen Touristen übersetzen.

Kann im Hotel einfache Begriffe auf der Informationstafel (z. B. „breakfast") für einen deutschsprachigen Gast übersetzen.

Kann alltägliche Aspekte der eigenen Situation mit einfachen Mitteln beschreiben.

Kann kurz schriftlich Auskunft über Tätigkeiten am Arbeitsplatz geben.

Kann beschreiben, wie oft er einen Kurs besucht, welche Kollegen er dort hat und wie die Kursatmosphäre ist.

Kann ihren täglichen Weg zum Arbeits- oder Kursort beschreiben.

Kann sehr kurze, einfache Beschreibungen über persönliche Erfahrungen, Ereignisse und eigene Aktivitäten machen.

Kann einen einfachen erzählenden Text über die vergangenen Ferien schreiben.

Kann eine Party mit einfachen Sätzen beschreiben (z. B. was wann wo stattgefunden hat).

Kann beschreiben, wie ein besonderes Ereignis (z. B. ein religiöses Fest) gefeiert wird.

Kann über alltägliche Dinge schreiben und dabei auf einfache Weise seine/ihre Meinung ausdrücken.

Kann seinen Wohnort beschreiben und dessen Vor- und Nachteile benennen.

Kann beschreiben, welches neue Hobby sie hat und was ihr daran gut gefällt.

Kann beschreiben, was er an seinem jetzigen Arbeitsplatz nicht gut findet.

Kann mit Hilfe von Textbausteinen oder Mustern Informationen aus einem vertrauten Bereich aufschreiben.

Kann eine Bestellliste für das Büromaterial schreiben, das er an seinem Arbeitsplatz braucht.

Kann nach einer Vorlage eine eigene Sprachlernbiografie schreiben, die wichtige Abschnitte und Stationen enthält.

Kann mit Hilfe einer Vorlage einen tabellarischen Lebenslauf schreiben.

Kann in vertrauten Situationen wichtige Informationen für sich notieren.

Kann als Grundlage für eine Besprechung die in der letzten Woche erledigten Arbeiten notieren.

Kann einen Einkaufszettel für die täglichen Besorgungen schreiben.

Kann für eine Besprechung im Kurs notieren, was ihr bisher leicht oder schwer gefallen ist.

Kann Pläne und Aufgaben kurz und in einfacher Form aufschreiben.

Kann bei einer Teamarbeit die übernommenen Aufgaben aufschreiben.

Kann nach einer Besprechung den Arbeitsplan für die nächsten Tage notieren.

Kann festhalten, was sie anlässlich eines Besuches bei einer Freundin in einer anderen Stadt machen will.

Globale Kannbeschreibungen: Sprachmittlung mündlich aus dem Deutschen

Kann wichtige, erwartbare Informationen aus kurzen mündlichen deutschsprachigen Texten zu alltäglichen und vertrauten Themen, die deutlich in Standardsprache gesprochen werden, in groben Zügen anderen Personen in der gemeinsamen Sprache weitergeben.

Kann eventuell mit Hilfe eines Wörterbuches Hauptinhalte aus einfachen, klar strukturierten schriftlichen deutschen Texten, die konkrete Bereiche und Bedürfnisse des alltäglichen Lebens betreffen, in groben Zügen anderen Personen in der gemeinsamen Sprache weitergeben.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus dem Deutschen

Kann aus einer kurzen mündlichen deutschsprachigen Äußerung einfache, erwartbare Informationen zu vertrauten Themen anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann die wichtigsten Punkte einer deutschsprachigen Mitteilung auf dem Anrufbeantworter zu einer Terminverschiebung einer Arbeitskollegin in der gemeinsamen Sprache weitergeben.

Kann einzelne Stationen einer klar strukturierten deutschsprachigen Wegerklärung (z. B. „Zuerst geradeaus, dann bis zur Ampel und dann ...") einem Touristen in der gemeinsamen Sprache weitergeben.

Kann einfache Teile einer deutschsprachigen Programmansage (z. B. Beginn, Dauer einer Fernsehsendung) einem Freund in der gemeinsamen Sprache weitergeben.

Kann aus einer kurzen mündlichen deutschsprachigen Äußerung einfache Informationen über Personen (z. B. Herkunft, Hobbys, Ausbildung) anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann einen deutschen Bekannten mit einer Freundin bekannt machen und im Gespräch einfache deutschsprachige Informationen (z. B. zu Wohnort, Beruf, Hobby) der Freundin in der gemeinsamen Sprache weitergeben.

Kann einfache deutschsprachige Informationen eines Touristen zu seinen Reiseerfahrungen und -plänen (z. B. wo er war und wohin er möchte) einer Kollegin in der gemeinsamen Sprache weitergeben.

Kann einfache Fragen einer deutschsprachigen Gaststudentin (z. B. „Was studierst du? Wie lange noch? Wie heißt der Professor?") für eine Mitstudentin in der gemeinsamen Sprache übersetzen.

Kann einfache und erwartbare deutschsprachige Wünsche, Anweisungen oder Aufforderungen anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann auf dem Ausländeramt kurze, einfache Erklärungen eines deutschen Beamten (z. B. „Machen Sie zuerst ein Passfoto und dann ...") einer Freundin in der gemeinsamen Sprache weitergeben.

Kann im Krankenhaus einfache Anweisungen des deutschsprachigen Krankenpflegers (z. B. wie man die Klingel bedient, wo Rauchen erlaubt ist) seinem verletzten Freund in der gemeinsamen Sprache weitergeben.

Kann auf einer Messe eine Einladung des deutschsprachigen Geschäftspartners einer Arbeitskollegin in der gemeinsamen Sprache weitergeben.

Kann einige wichtige Informationen aus deutschsprachigen listenähnlichen Texten oder Aufschriften zu vertrauten Themen anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann in einem Restaurant an der Nordsee wichtige deutsche Begriffe auf der Speisekarte für eine Reisepartnerin in die gemeinsame Sprache übersetzen.

Kann am Bahnhof in München wichtige Informationen aus dem deutschsprachigen Fahrplan für einen Touristen aus seiner Heimat in die gemeinsame Sprache übersetzen.

Kann bei einer Autofahrt häufige Hinweisschilder wie „Straße gesperrt – Umleitung über ..." für seinen Freund in die gemeinsame Sprache übersetzen.

Kann einfache Informationen von persönlichem oder allgemeinem Interesse aus schriftlichen deutschen Texten, die klar strukturiert sind und durch Bilder verdeutlicht werden, anderssprachigen Personen in groben Zügen in der gemeinsamen Sprache weitergeben.

Kann aus einer deutschsprachigen Zeitschrift die Hauptinformationen einer Nachricht über eine Naturkatastrophe (z. B. Wann? Wo? Wer?) einem Kollegen in groben Zügen in der gemeinsamen Sprache weitergeben.

Kann einfache Informationen einer deutschsprachigen Zeitungsmeldung zum Thema „Basketball" (z. B. Ort, Zeit, Endergebnis) einer Kollegin in der gemeinsamen Sprache weitergeben.

Kann einfache Informationen aus einer deutschsprachigen Fernsehprogrammzeitschrift (z. B. Musikstil, Interpret) einem Besucher aus der Heimat in der gemeinsamen Sprache weitergeben.

Kann einzelne wichtige Informationen aus einfachen deutschsprachigen Schreiben zu vertrauten Themen anderssprachigen Personen in der gemeinsamen Sprache weitergeben.

Kann die wichtigsten Informationen aus einem deutschsprachigen Memo zu einem Treffen (z. B. Was? Wer? Warum? Wann? Wo?) einem Arbeitskollegen in der gemeinsamen Sprache weitergeben.

Kann einen Hinweis auf ein Konzert (z. B. Ort, Wochentag und Zeit) in einer deutschsprachigen Newsgroup im Internet einer Kollegin in der gemeinsamen Sprache weitergeben.

Kann Teile eines deutschsprachigen persönlichen Briefes (z. B. familiäre Situation, Fragen nach dem Befinden) einem Kollegen in der gemeinsamen Sprache weitergeben.

Globale Kannbeschreibungen: Sprachmittlung mündlich aus einer anderen Sprache

Kann aus anderssprachigen mündlichen Texten wichtige Informationen mit einfachen Worten an Deutschsprachige weitergeben, wobei manchmal auch die Hilfe der Gesprächspartner beim Formulieren nötig ist.

Kann aus anderssprachigen schriftlichen Texten, die alltägliche oder vertraute Dinge betreffen, wichtige Informationen mit einem sehr begrenzten Repertoire an Wörtern oder einfachen Strukturen, eventuell auch mit Hilfe eines Wörterbuches, an Deutschsprachige auf Deutsch weitergeben, wobei er/sie oft Pausen macht, um nach Wörtern zu suchen.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus einer anderen Sprache

Kann in alltäglichen Situationen geläufige mündliche Informationen, Fragen oder Wünsche in einer anderen Sprache Deutschsprachigen einfach auf Deutsch weitergeben.

Kann beim Einkaufen die Wünsche eines Freundes für die deutschsprachige Verkäuferin mit einfachen Worten auf Deutsch zusammenfassen.

Kann die Anweisungen des Ordnungsdienstes (z. B. den Wagen anders zu parken) einer deutschsprachigen Touristin mit einfachen Worten auf Deutsch weitergeben.

Kann in einem öffentlichen Gebäude beim Empfang einfache Anweisungen des Portiers (z. B. wo man warten soll) einem deutschsprachigen Partner auf Deutsch weitergeben.

Kann einzelne Teile aus anderssprachigen mündlichen Anweisungen oder Durchsagen Deutschsprachigen mit einfachen Worten auf Deutsch weitergeben.

Kann am Bahnhof einzelne Punkte einer anderssprachigen Durchsage (z. B. Zugverspätung) einer deutschsprachigen Geschäftspartnerin auf Deutsch weitergeben.

Kann anderssprachige Anweisungen eines Polizisten zur Reiseroute (z. B. kürzester Weg und Straßenzustand) für einen deutschsprachigen Freund auf Deutsch zusammenfassen.

Kann am Busbahnhof wichtige Informationen einer anderssprachigen Durchsage (z. B. Abfahrtszeit, Nummer seines Busses) einem deutschsprachigen Touristen auf Deutsch weitergeben.

Kann die wichtigsten Informationen aus anderssprachigen schriftlichen Texten und Aufschriften von unmittelbarem oder aktuellem Interesse Deutschsprachigen mit einfachen sprachlichen Mitteln auf Deutsch weitergeben.

Kann an der Hotelrezeption einzelne Informationen aus einem Prospekt zum Freizeitangebot (z. B. Orts- und Zeitangaben für eine Sportart) einem deutschsprachigen Gast in einfachem Deutsch weitergeben.

Kann beim Essen Informationen auf der Speisekarte zu typischen Gerichten einem deutschsprachigen Geschäftspartner in einfachem Deutsch erklären.

Kann die Hauptinformationen einer Zeitungsmeldung zu einem aktuellen Ereignis einer deutschsprachigen Mitstudentin mit sehr einfachen Worten auf Deutsch weitergeben.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus dem Deutschen ins Deutsche

Kann in vertrauten Situationen deutschsprachige Erklärungen und Anweisungen für andere Personen auf Deutsch vereinfachen.

Kann während oder nach einer Unterrichtsstunde umständliche deutschsprachige Erklärungen des Lehrers (eventuell mit Hilfe von Notizen) einer Studienkollegin auf einfache Weise auf Deutsch weitergeben.

Kann komplizierte deutschsprachige Äußerungen eines Mitschülers während einer Gruppenarbeit einer anderen Mitschülerin vereinfacht auf Deutsch weitergeben.

Kann komplizierte deutschsprachige Erklärungen in einem Reiseprospekt (z. B. in welchen Fällen die Preise reduziert sind) für eine Freundin auf einfache Art auf Deutsch umschreiben.

Kann wichtige Inhalte deutschsprachiger Fernsehbeiträge oder Filmszenen für andere Personen auf Deutsch vereinfachen.

Kann nach einem gemeinsamen Kinobesuch Teile einer deutschsprachigen Szene einer Mitstudentin vereinfacht auf Deutsch weitergeben.

Kann im Studentenheim den Inhalt einer deutschsprachigen Fernsehmeldung an Mitstudentinnen in groben Zügen auf Deutsch weitergeben.

Kann für einen Studienfreund die wichtigsten Stationen eines deutschsprachigen Videoclips über sein Hobby vereinfacht auf Deutsch zusammenfassen.

Kann wichtige Inhalte deutschsprachiger schriftlicher Texte über vertraute Themen für andere Personen auf Deutsch vereinfachen.

Kann wichtige Aussagen eines schriftlichen deutschsprachigen Interviews über ein aktuelles politisches Thema einer Mitbewohnerin im Studentenwohnheim zusammengefasst und vereinfacht auf Deutsch weitergeben.

Kann für einen Mannschaftskollegen einen deutschsprachigen Artikel in einer Sportzeitschrift über eine Krise in einem Fußballverein auf Deutsch vereinfachen.

Kann am Arbeitsplatz bei einem Gespräch über neue Computer Informationen aus einem Zeitschriftenartikel auf einfache Art für einen Kollegen auf Deutsch zusammenfassen und weitergeben.

Globale Kannbeschreibungen: Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann in einfachen Gesprächen zwischen deutschsprachigen und anderssprachigen Gesprächspartnern wichtige Fragen und Antworten zu Themen des Alltagslebens (z. B. Familie, Hobbys, Interessen, Arbeit, Reisen, Tagesereignisse) in beiden Sprachen wechselseitig weitergeben, wenn der deutschsprachige Gesprächspartner deutlich in Standardsprache spricht.

Kann in Gesprächen zwischen deutschsprachigen und anderssprachigen Gesprächspartnern wichtige Aussagen mit einfachen Wörtern und manchmal mit Hilfe von Umschreibungen in beiden Sprachen wechselseitig weitergeben, auch wenn der deutschsprachige Partner manchmal klärend nachfragen muss.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

In einem Gespräch zu einem vertrauten Thema zwischen deutschsprachigen und anderssprachigen Teilnehmern wesentliche Informationen in beiden Sprachen wechselseitig weitergeben.

Kann während des Besuchs einer Ausstellung Fragen und Eindrücke einer Kollegin und eines deutschsprachigen Gastes in beiden Sprachen wechselseitig sinngemäß zusammengefasst weitergeben.

Kann auf einem Fest in einem Gespräch des deutschsprachigen Gastgebers mit einem ausländischen Freund über die Wohnung wichtige Inhalte vereinfacht und in beiden Sprachen wechselseitig weitergeben.

Kann bei einem Gespräch über ihr Heimatland zwischen ihren Eltern, die zu Besuch sind, und einem deutschsprachigen Freund die Äußerungen in beiden Sprachen wechselseitig weitergeben.

Kann in einem einfachen Gespräch über aktuelle oder ihn/sie interessierende Themen zwischen deutschsprachigen und anderssprachigen Teilnehmern die wichtigsten Informationen in beiden Sprachen wechselseitig weitergeben.

Kann in einem Gespräch am Schalter zwischen dem deutschsprachigen Beamten und einem Freund helfen, ein Missverständnis zu klären, indem sie Fragen und Antworten zusammengefasst in beiden Sprachen wechselseitig weitergibt.

Kann während eines kurzen Gesprächs zwischen dem deutschsprachigen Chef und einer neuen Kollegin am Arbeitsplatz die wichtigsten Äußerungen in beiden Sprachen wechselseitig sinngemäß weitergeben.

Kann bei einem Ausflug im Rahmen eines Austauschprogramms Fragen eines Kollegen und Erklärungen der deutschsprachigen Touristenführerin mit einfachen Worten in beiden Sprachen wechselseitig weitergeben.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus dem Deutschen

Kann eventuell mit Hilfe eines Wörterbuches wichtige Punkte schriftlicher deutscher Texte, die von persönlichem oder aktuellem Interesse sind, für andere Personen in der gemeinsamen Sprache zusammengefasst in Stichworten notieren.

Kann wichtige Punkte einfach strukturierter deutschsprachiger Äußerungen, die von persönlichem oder aktuellem Interesse sind und langsam und in Standardsprache gesprochen werden, für andere Personen in der gemeinsamen Sprache in einfachen Stichworten notieren.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus dem Deutschen

Kann wichtige Aussagen deutschsprachiger informierender mündlicher Texte zu Themen von persönlichem oder aktuellem Interesse für anderssprachige Personen in der gemeinsamen Sprache notieren.

Kann wichtige Informationen einer deutschsprachigen Nachrichtensendung über einen Streik im Verkehrswesen und dessen Auswirkungen für eine Kollegin stichwortartig in der gemeinsamen Sprache notieren.

Kann wichtige Argumente einer deutschsprachigen Fernsehsendung über Vorsorge im Gesundheitsbereich für eine interessierte Freundin stichwortartig in der gemeinsamen Sprache notieren.

Kann wichtige Informationen aus einer Informationsveranstaltung über die Benutzung der Bibliothek an einer deutschen Universität für einen Freund stichwortartig in der gemeinsamen Sprache notieren.

Kann die Hauptpunkte schriftlicher deutschsprachiger Mitteilungen oder Anweisungen zu vertrauten Themen für anderssprachige Personen inhaltlich genau in der gemeinsamen Sprache notieren.

Kann die wichtigsten Informationen einer deutschsprachigen Bestellung per Fax für einen Kollegen auf einem Notizzettel in der gemeinsamen Sprache notieren.

Kann die wichtigsten Schritte einer deutschsprachigen Bedienungsanleitung für eine Freundin stichwortartig, aber klar gegliedert in der gemeinsamen Sprache notieren.

Kann die Hauptpunkte eines deutschsprachigen Protokolls (z. B. Anwesende, Entscheidungen, Termine) für eine Arbeitskollegin stichwortartig in der gemeinsamen Sprache notieren.

Kann die Hauptpunkte kurzer mündlicher deutschsprachiger Anweisungen, Aufforderungen oder Mitteilungen zu vertrauten Themen für anderssprachige Personen in der gemeinsamen Sprache inhaltlich genau notieren.

Kann am Telefon wichtige deutschsprachige Informationen zu einem neuen Produkt für eine vom Arbeitsplatz abwesende Kollegin in Stichworten in der gemeinsamen Sprache notieren.

Kann deutschsprachige Informationen im Radio zu einem Konzert (z. B. Ort, Datum, Uhrzeit und Interpreten) für einen Freund in der gemeinsamen Sprache stichwortartig notieren.

Kann im Hotel wichtige deutschsprachige Erklärungen und Hinweise zu einer Stadtbesichtigung für einen Besucher stichwortartig in der gemeinsamen Sprache notieren.

Kann wichtige Aussagen schriftlicher deutschsprachiger informierender Texte zu Themen von persönlichem oder aktuellem Interesse für anderssprachige Personen in der gemeinsamen Sprache notieren.

Kann wichtige Informationen eines deutschsprachigen Zeitschriftenartikels zur wirtschaftlichen Situation des Landes für eine Kollegin stichwortartig in der gemeinsamen Sprache notieren.

Kann wichtige Argumente einer deutschsprachigen Zeitungsmeldung für und gegen die Globalisierung für eine Mitstudentin stichwortartig in der gemeinsamen Sprache notieren.

Kann wichtige Informationen einer deutschsprachigen Internetseite über Studienmöglichkeiten an einer deutschen Universität für einen Freund stichwortartig in der gemeinsamen Sprache notieren.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus einer anderen Sprache

Kann die wichtigsten Inhalte von anderssprachigen schriftlichen Texten, die von persönlichem oder aktuellem Interesse sind, mit einfachen Formulierungen oder mit Hilfe eines Wörterbuches für Deutschsprachige auf Deutsch notieren.

Kann aus anderssprachigen mündlichen Texten zu Themen von persönlichem oder aktuellem Interesse wichtige Aussagen mit einfachen Formulierungen in Stichworten für Deutschsprachige auf Deutsch notieren.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus einer anderen Sprache

Kann wichtige Aussagen aus anderssprachigen schriftlichen informierenden Texten zu Themen von persönlichem oder aktuellem Interesse für Deutschsprachige vereinfacht oder in Stichworten auf Deutsch notieren.

Kann wichtige Informationen eines anderssprachigen Artikels im Internet zum Thema „Hunger in der Welt" für eine deutschsprachige Kollegin stichwortartig auf Deutsch notieren.

Kann wichtige Argumente aus einer anderssprachigen Zeitschrift zum Thema eines Kurzvortrages für eine deutschsprachige Mitstudentin stichwortartig auf Deutsch notieren.

Kann wichtige Informationen aus einer anderssprachigen Broschüre über Studienmöglichkeiten in Südamerika für einen deutschsprachigen Freund stichwortartig auf Deutsch notieren.

Kann wichtige Teile anderssprachiger schriftlicher Mitteilungen, Anweisungen oder Schreiben von persönlichem oder aktuellem Interesse für Deutschsprachige in Stichworten oder vereinfacht auf Deutsch notieren.

Kann am Arbeitsplatz die Hauptinformationen einer anderssprachigen Standardbestellung für einen deutschsprachigen Mitarbeiter mit einfachen Worten auf Deutsch notieren.

Kann die wichtigsten Schritte eines traditionellen anderssprachigen Kochrezeptes (z. B. aus einer Zeitschrift) für eine deutschsprachige Freundin mit einfachen Worten auf Deutsch notieren.

Kann mit Hilfe des Wörterbuches wichtige Teile aus einem anderssprachigen Artikel zu einem persönlichen Interessengebiet für eine deutschsprachige Studienkollegin stichwortartig auf Deutsch notieren.

Kann die Hauptpunkte anderssprachiger mündlicher Anweisungen, Aufforderungen oder Mitteilungen für Deutschsprachige in Stichworten oder vereinfacht auf Deutsch notieren.

Kann wichtige Informationen einer anderssprachigen Produktpräsentation für eine deutschsprachige Kollegin in Stichpunkten auf Deutsch notieren.

Kann wichtige Informationen einer längeren anderssprachigen Mitteilung auf dem Anrufbeantworter für eine deutschsprachige Mitbewohnerin auf einem Notizzettel auf Deutsch notieren.

Kann nach einer anderssprachigen Sitzung im Betrieb für einen abwesenden deutschsprachigen Kollegen in Stichworten eine Gesprächsnotiz auf Deutsch notieren.

Kann wichtige Aussagen anderssprachiger mündlicher informierender Texte zu Themen von persönlichem oder aktuellem Interesse für Deutschsprachige vereinfacht auf Deutsch notieren.

Kann beim Fernsehen für einen deutschsprachigen Arbeitskollegen anderssprachige Angaben zu Reiserouten und Empfehlungen eines Reisemagazins klar gegliedert auf Deutsch notieren.

Kann für deutschsprachige Studienkollegen die wichtigsten Meinungen einer anderssprachigen Podiumsdiskussion über „Essen im Mittelalter" in einem schriftlichen Bericht auf Deutsch zusammenfassen.

Kann für eine erkrankte deutschsprachige Freundin die wichtigsten Inhalte einer anderssprachigen Reportage über ein gemeinsames Hobby schriftlich auf Deutsch zusammenfassen.

Globale Kannbeschreibungen: Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann in Gesprächen zu Themen von aktuellem oder allgemeinem Interesse zwischen deutschsprachigen und anderssprachigen Gesprächspartnern für den Gesprächsverlauf relevante Teile in beiden Sprachen wechselseitig einigermaßen angemessen weitergeben.

Kann in Gesprächen über das eigene Fach- oder Interessengebiet zwischen deutschsprachigen und anderssprachigen Gesprächspartnern die Hauptpunkte des Gesprächs in beiden Sprachen wechselseitig weitergeben, auch wenn er/sie bei bestimmten deutschen Formulierungen oder Fachbegriffen klärend nachfragen muss.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann in einem Gespräch über aktuelle oder ihn/sie interessierende Themen zwischen deutschsprachigen und anderssprachigen Teilnehmern wichtige Aussagen und Meinungen in beiden Sprachen wechselseitig weitergeben.

Kann in einem Gespräch zwischen einem deutschsprachigen Gast und seinen Mitbewohnern über Terrorismus die Aussagen in beiden Sprachen wechselseitig weitergeben.

Kann anlässlich eines internationalen Treffens von Studierenden persönliche Wünsche und Vorstellungen der Diskussionsteilnehmer ausreichend genau in beiden Sprachen wechselseitig weitergeben.

Kann während einer Gewerkschaftsversammlung unterschiedliche Standpunkte der deutsch- und anderssprachigen Arbeitnehmer in beiden Sprachen wechselseitig weitergeben.

Kann in einer fachlichen Diskussion zwischen deutschsprachigen und anderssprachigen Teilnehmern wichtige Inhalte, Standpunkte und Begründungen zusammenfassend in beiden Sprachen wechselseitig weitergeben.

Kann in einem Gespräch über ein Thema des Studienfaches die wichtigsten Argumente der Teilnehmer sowie präzisierende Fragen einer Gaststudentin in beiden Sprachen wechselseitig sinngemäß weitergeben.

Kann auf einer Fachmesse in einer Verhandlung unterschiedliche Standpunkte der deutsch- und anderssprachigen Geschäftspartner über Produkt, Preise und Termine in beiden Sprachen wechselseitig weitergeben.

Kann während einer Betriebsbesichtung von Geschäftspartnern aus anderen Ländern präzise Fragen und Antworten zur Produktion erklärend und zusammenfassend in beiden Sprachen wechselseitig weitergeben.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus dem Deutschen

Kann wichtige Inhalte komplexerer schriftlicher deutscher Texte aus dem eigenen Fach- oder Interessengebiet für andere Personen in der gemeinsamen Sprache vereinfacht oder mit Stichworten notieren.

Kann die Hauptaussagen komplexerer mündlicher deutscher Texte aus dem eigenen Fach- oder Interessengebiet für andere Personen in der gemeinsamen Sprache vereinfacht oder mit Stichworten notieren.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus dem Deutschen

Kann aus komplexeren schriftlichen deutschsprachigen Texten zu Themen von allgemeinem oder aktuellem Interesse detaillierte Informationen für anderssprachige Personen in der gemeinsamen Sprache notieren.

Kann die wichtigsten Abschnitte eines deutschsprachigen Mietvertrages für eine Freundin, die in Innsbruck eine Wohnung mieten will, in der gemeinsamen Sprache schriftlich zusammenfassen.

Kann die wichtigsten Abschnitte eines deutschsprachigen Versicherungstextes für einen Freund, der in Deutschland einen Unfall hatte, in der gemeinsamen Sprache schriftlich zusammenfassen.

Kann die wichtigsten Schritte und Anweisungen für eine Diät aus einer deutschsprachigen Zeitschrift für einen kranken Kollegen in der gemeinsamen Sprache notieren.

Kann wichtige Punkte komplexerer schriftlicher deutschsprachiger Fachtexte aus dem eigenen Fachgebiet für anderssprachige Personen in der gemeinsamen Sprache notieren.

Kann wichtige Abschnitte eines Artikels aus einer deutschen Fachzeitschrift zur Prüfungsvorbereitung für Mitstudenten in der gemeinsamen Sprache notieren.

Kann zentrale Aussagen eines deutschsprachigen Fachbuches auf Wunsch der Kollegen am Arbeitsplatz in der gemeinsamen Sprache schriftlich festhalten.

Kann Ansichten und Meinungsäußerungen einer deutschsprachigen Internetseite für Teilnehmer einer Newsgroup in der gemeinsamen Sprache schriftlich notieren.

Kann wichtige Aussagen und Meinungen mündlicher deutschsprachiger Beiträge zu aktuellen Themen oder aus dem eigenen Fach- oder Interessengebiet für anderssprachige Personen in der gemeinsamen Sprache schriftlich festhalten.

Kann die wichtigsten Inhalte eines deutschsprachigen Vortrages über Trends in der Gartenarchitektur für eine erkrankte Arbeitskollegin schriftlich in der gemeinsamen Sprache zusammenfassen.

Kann die wichtigsten Meldungen aus den deutschsprachigen Fernsehnachrichten über einen Militäreinsatz für einen Bekannten in der gemeinsamen Sprache notieren.

Kann die wichtigsten Meinungsäußerungen einer deutschsprachigen Podiumsdiskussion zum Thema „Sponsoring" für ihren Arbeitgeber in einem schriftlichen Kurzbericht in der gemeinsamen Sprache zusammenfassen.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus einer anderen Sprache

Kann wichtige Inhalte anderssprachiger schriftlicher Texte zu Themen von allgemeinem oder aktuellem Interesse mit einfachen Sätzen oder Stichworten für Deutschsprachige auf Deutsch notieren, wobei beim Schreiben ein Wörterbuch zur Kontrolle hilfreich sein kann.

Kann die Hauptaussagen und wichtige Standpunkte anderssprachiger mündlicher Texte aus dem eigenen Fach- oder Interessengebiet mit einfachen Sätzen oder Stichworten für Deutschsprachige auf Deutsch notieren, wobei beim Schreiben ein Wörterbuch zur Kontrolle hilfreich sein kann.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus einer anderen Sprache

Kann wichtige Inhalte anderssprachiger mündlicher Beiträge oder Medienberichte zu aktuellen Themen für Deutschsprachige klar strukturiert auf Deutsch notieren.

Kann beim Fernsehen für einen deutschsprachigen Arbeitskollegen Reiserouten und Empfehlungen eines fremdsprachigen Reisemagazins klar gegliedert auf Deutsch notieren.

Kann für deutschsprachige Studienkollegen die wichtigsten Meinungen einer fremdsprachigen Podiumsdiskussion über „Essen im Mittelalter" in einem schriftlichen Bericht auf Deutsch zusammenfassen.

Kann für eine erkrankte deutschsprachige Freundin die wichtigsten Inhalte einer fremdsprachigen Reportage über ein gemeinsames Hobby schriftlich auf Deutsch zusammenfassen.

Kann wichtige Inhalte geläufiger anderssprachiger Schreiben für Deutschsprachige auf Deutsch festhalten und weitergeben.

Kann alle wichtigen Angaben eines fremdsprachigen Auftrags eines Geschäftspartners einer deutschsprachigen Arbeitskollegin schriftlich auf Deutsch weitergeben.

Kann die Inhalte einer fremdsprachigen Vorladung bei der Meldebehörde für einen deutschsprachigen Mitbewohner im Studentenheim auf Deutsch notieren.

Kann wichtige Einzelheiten aus einem fremdsprachigen Mietvertrag einer deutschsprachigen Kollegin auf Deutsch weitergeben.

Kann wichtige Inhalte oder Standpunkte anderssprachiger schriftlicher Beiträge zu aktuellen Themen oder aus dem eigenen Fach- oder Interessengebiet für Deutschsprachige gut verständlich auf Deutsch notieren.

Kann für seine deutschsprachigen Berufskollegen im Spital die Hauptargumente eines fremdsprachigen Fachbuches über Alternativmedizin in schriftlicher Form auf Deutsch zusammenfassen.

Kann für einen deutschen Brieffreund Ideen und Meinungsäußerungen aus einem fremdsprachigen populärwissenschaftlichen Artikel in einer E-Mail schriftlich auf Deutsch zusammenfassen.

Kann für deutschsprachige Studienkollegen die Hauptpunkte eines neuen fremdsprachigen Instruktionshandbuches klar strukturiert auf Deutsch zusammenfassen.

Kann fremdsprachige Informationen über Konkurrenzprodukte für die Präsentation eines neuen Produktes der eigenen Firma übersetzen und für eine Folien-Präsentation klar strukturiert aufbereiten.

Kann wichtige Inhalte aus anderssprachigen schriftlichen komplexen informierenden Texten zu aktuellen Themen für Deutschsprachige gut verständlich auf Deutsch notieren.

Kann für einen deutschsprachigen Freund, der im Ausland einen Unfall hatte, die wichtigsten Abschnitte des fremdsprachigen Unfallprotokolls in schriftlicher Form auf Deutsch festhalten.

Kann für einen deutschsprachigen Trainingspartner die wichtigsten Schritte eines Trainingsprogramms aus einer fremdsprachigen Sportzeitschrift auf Deutsch schriftlich zusammenfassen.

Kann für eine deutschsprachige E-Mail-Freundin wichtige Informationen aus der fremdsprachigen Website einer Rockgruppe schriftlich auf Deutsch zusammenfassen.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich aus dem Deutschen ins Deutsche

Kann in der mündlichen Kommunikation komplexe deutschsprachige Äußerungen zu einzelnen Themen des öffentlichen und privaten Bereichs vereinfachend, klar und verständlich auf Deutsch weitergeben.

Kann Schülern einer Sprachschule die Erläuterungen der deutschsprachigen Sekretärin zum neuen Kopiergerät vereinfachend auf Deutsch weitergeben.

Kann den Eltern eines Kindes, die noch nicht lange in einem deutschsprachigen Land leben, die Diagnose und den Therapieplan des deutschsprachigen Zahnarztes für ihr Kind auf Deutsch erklären.

Kann für die gemeinsame Abschlussprüfung seinen Mitstudenten die Prüfungsinformationen des deutschsprachigen Professors noch einmal vereinfacht und klar auf Deutsch darlegen.

Kann bei Verständnisproblemen deutschsprachige Informationen und Standpunkte aus eigenen Fach- und Interessengebieten erklärend, deutlich und flüssig auf Deutsch weitergeben.

Kann bei Verstehensschwierigkeiten im Landeskundeseminar über deutschsprachige Länder anderen Seminarteilnehmern die wichtigsten Informationen erklärend auf Deutsch weitergeben.

Kann bei einer deutschsprachigen Podiumsdiskussion über Wachstum in der Wirtschaft seinen Mitstudenten, die ihr Studium in einem deutschsprachigen Land abschließen möchten, die wichtigen Punkte erklärend auf Deutsch weitergeben.

Kann bei einem Golfturnier einem Freund noch einmal auf Deutsch präzisieren, welches die vom deutschsprachigen Veranstalter angekündigten besonderen Regeln bei diesem Anlass sind.

Kann einer Krankenschwester, die schon länger in einem deutschsprachigen Land arbeitet, erklärend auf Deutsch wiederholen, was die deutschsprachige Nachtschwester über den Rückfall eines Patienten berichtet hat.

Kann bei Verstehensschwierigkeiten in einem deutschsprachigen Fortbildungsseminar anderen Kursteilnehmern die wichtigsten Informationen erklärend auf Deutsch weitergeben.

Kann bei Verstehensschwierigkeiten in einer Diskussion mit deutschsprachigen Ausstellern am Messestand anderen Messeteilnehmern die wichtigsten Informationen erklärend auf Deutsch weitergeben.

Kann in der mündlichen Kommunikation die zentralen Aussagen und Argumente komplexer deutschsprachiger schriftlicher Texte zu unterschiedlichen Themen von aktuellem oder persönlichem Interesse, gelegentlich durch Nachfragen bei einzelnen Formulierungen oder Fachbegriffen, vereinfachend und strukturiert auf Deutsch weitergeben.

Kann einem Nachbarn, der schon länger in einem deutschsprachigen Land lebt, das Wichtigste aus der neuen deutschsprachigen Hausordnung auf Deutsch wiedergeben.

Kann einer Freundin aus einer deutschsprachigen Fachzeitschrift die neuesten Erkenntnisse zu verschiedenen Diäten vereinfachend auf Deutsch wiedergeben.

Kann den Eltern aus dem deutschsprachigen Schreiben des Lehrers die Bedingungen für die Aufnahme ihres Kindes in die nächst höhere Schulstufe klar auf Deutsch wiedergeben.

Globale Kannbeschreibungen: Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann im Gespräch mit deutschsprachigen Personen und Sprechern der eigenen Sprache einzelne zur Verfügung stehende Informationen nutzen und damit wichtige Inhalte der verschiedenen Gesprächsbeiträge zu allgemeinen und auch fremden Themen klar und ergänzend, gelegentlich durch Nachfragen, wechselseitig in beiden Sprachen mündlich übermitteln.

Kann in einem Alltagsgespräch zwischen deutschsprachigen und anderssprachigen Personen fast alle zentralen Inhalte und Informationen klar wechselseitig wiedergeben.

Kann in einer Diskussion zwischen deutschsprachigen und anderssprachigen Personen zu Themen aus eigenen Fach- und Interessengebieten die meisten Inhalte der verschiedenen Gesprächsbeiträge, gelegentlich durch Nachfragen, klar wechselseitig wiedergeben.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann im Gespräch mit deutschsprachigen und anderssprachigen Personen einzelne zur Verfügung stehende Informationen nutzen und damit wichtige Inhalte der einzelnen Gesprächsbeiträge zu allgemeinen und auch fremden Themen klar und ergänzend, gelegentlich durch Nachfragen, wechselseitig in beiden Sprachen übermitteln.

Kann in der Notfallaufnahme die Verständigung zwischen einem deutschsprachigen Arzt und einem anderssprachigen Patienten durch wechselseitige Übermittlung der Redebeiträge und eine gezielte Befragung des Patienten sichern.

Kann bei einer Anhörung eines anderssprachigen Antragstellers durch deutschsprachige Behörden die verschiedenen Redebeiträge wechselseitig in beiden Sprachen weitergeben, wobei sie die Motivation für einzelne deutschsprachige Fragen sowie die Einschätzung der anderssprachigen Antworten eventuell durch weitere Informationen ergänzt.

Kann bei einem Gespräch zwischen einem deutschsprachigen Scheidungsanwalt und seinem anderssprachigen Mandanten die einzelnen Redebeiträge wechselseitig weitergeben.

Kann in einem Alltagsgespräch zwischen deutschsprachigen und anderssprachigen Personen fast alle zentralen Inhalte und Informationen klar wechselseitig wiedergeben.

Kann bei einer Versammlung deutschsprachiger und anderssprachiger Mitglieder eines Sportvereins die Diskussion über die Erhöhung des Vereinsbeitrags durch wechselseitige Wiedergabe der wichtigen Diskussionsbeiträge unterstützen.

Kann beim Mittagessen mit deutschsprachigen und anderssprachigen Kollegen den Austausch von Informationen zur Neustrukturierung der Firma durch die wechselseitige Wiedergabe der neue Informationen enthaltenden Redebeiträge sichern.

Kann beim Einstellungsgespräch eines anderssprachigen Sprechers mit einer deutschsprachigen Haushaltshilfe die Verhandlungen durch die wechselseitige Wiedergabe aller Redebeiträge und durch wechselseitige Hinweise auf zusätzliche Informationen unterstützen.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus dem Deutschen

Kann die zentralen Inhalte längerer schriftlicher deutscher Texte zu vielschichtigen Themen von allgemeinem und persönlichem Interesse anderssprachigen Personen in der gemeinsamen Sprache selbstständig schriftlich weitergeben.

Kann wichtige Inhalte längerer komplexer mündlicher deutscher Texte zu konkreten und abstrakten Themen von aktuellem Interesse und aus eigenen Fach- und Interessengebieten für anderssprachige Personen in der gemeinsamen Sprache in vorgegebener Form schriftlich festhalten.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus dem Deutschen

Kann die zentralen Inhalte längerer schriftlicher deutscher Texte zu vielschichtigen Themen von allgemeinem und persönlichem Interesse anderssprachigen Personen in der gemeinsamen Sprache selbstständig schriftlich weitergeben.

Kann aus deutschsprachigen Katalogen von Reisebüros die für eine interessierte Freundin relevanten Informationen über eine Rheinschifffahrt in der gemeinsamen Sprache schriftlich weitergeben.

Kann der Nachtschwester im Krankenhaus die wichtigsten Patienteninformationen, welche die deutschsprachige Ärztin für den Schichtwechsel notiert hat, in der gemeinsamen Sprache schriftlich hinterlassen.

Kann einer interessierten Mitstudentin die deutschsprachige Anleitung zur Installation eines Computers in der gemeinsamen Sprache schriftlich weitergeben.

Kann wichtige Inhalte längerer und komplexer mündlicher deutscher Texte zu konkreten und abstrakten Themen von aktuellem Interesse und aus eigenen Fach- und Interessengebieten für anderssprachige Personen in der gemeinsamen Sprache in vorgegebener Form schriftlich festhalten.

Kann bei einer deutschsprachigen Lehrerkonferenz für die abwesenden Kollegen die wichtigsten Informationen in Form eines Protokolls in der gemeinsamen Sprache schriftlich festhalten.

Kann in einer deutschsprachigen Informationsveranstaltung zur bevorstehenden Abschlussprüfung für einen kranken Mitstudenten wichtige Einzelheiten mit Notizen in der gemeinsamen Sprache schriftlich so festhalten, dass dieser das Anmeldeformular ausfüllen kann.

Kann als vor Ort beauftragter Reiseleiter nach einem Anruf der deutschen Reiseleitung für die nicht deutschsprachigen Touristen die wichtigsten Änderungen im Reiseprogramm in der gemeinsamen Sprache schriftlich festhalten.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus einer anderen Sprache

Kann die zentralen Inhalte anderssprachiger längerer, komplexer mündlicher Texte aus verschiedenen Gebieten des privaten und öffentlichen Lebens mit einzelnen ergänzenden Bemerkungen für Deutschsprachige übersichtlich schriftlich festhalten.

Kann die zentralen Inhalte anderssprachiger längerer und komplexer schriftlicher Texte zu konkreten und abstrakten Themen von aktuellem, persönlichem oder fachspezifischem Interesse für Deutschsprachige klar und orthographisch sowie grammatikalisch ohne sinnentstellende Fehler schriftlich festhalten.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus einer anderen Sprache

Kann zentrale Inhalte längerer und komplexer anderssprachiger schriftlicher Texte zu konkreten und abstrakten Themen von aktuellem, persönlichem oder fachspezifischem Interesse für Deutschsprachige klar und orthographisch sowie grammatikalisch ohne sinnentstellende Fehler schriftlich festhalten.

Kann wichtige Inhalte aus dem detaillierten Reisebericht eines anderssprachigen Freundes für interessierte deutschsprachige Kollegen schriftlich auf Deutsch weitergeben.

Kann wichtige Inhalte eines längeren Berichts über Kindererziehung aus einer anderssprachigen Fachzeitschrift für eine deutschsprachige Arbeitskollegin in der Kinderkrippe schriftlich wiedergeben.

Kann eine anderssprachige Schadensmeldung nach einem Autounfall dem bearbeitenden deutschsprachigen Kollegen schriftlich auf Deutsch wiedergeben.

Kann zentrale Inhalte längerer und komplexer anderssprachiger mündlicher Texte aus verschiedenen Gebieten des privaten und öffentlichen Lebens mit einzelnen ergänzenden Bemerkungen für Deutschsprachige übersichtlich schriftlich festhalten.

Kann die wichtigsten mündlichen Angaben zum Krankheitsbild eines deutschsprachigen Patienten, welche die Ärztin in einer anderen Sprache gemacht hat, mit einigen notwendigen Ergänzungen für den deutschsprachigen Hausarzt schriftlich auf Deutsch festhalten.

Kann die wichtigsten Einzelheiten eines längeren Gesprächs mit anderssprachigen Eltern über die Lernerfolge ihres Kindes mit Ergänzungen schriftlich auf Deutsch festhalten.

Kann für einen interessierten Kollegen die wichtigsten Empfehlungen einer anderssprachigen Fernsehsendung zu günstigen Finanzanlagen schriftlich auf Deutsch festhalten.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung mündlich zwischen dem Deutschen und einer anderen Sprache

Kann im Gespräch mit deutschsprachigen und anderssprachigen Personen über viele Themen des öffentlichen und privaten Bereichs verschiedene Informationen nutzen und damit nahezu alle Inhalte der Gesprächsbeiträge vollständig, erklärend und ergänzend wechselseitig in beiden Sprachen übermitteln.

Kann bei einem Aufklärungsgespräch vor einer Operation zwischen einem deutschsprachigen Arzt und einem anderssprachigen Patienten wechselseitig erläutern, dass der Patient wegen der Risiken irritiert, der Arzt aber rechtlich verpflichtet ist, auf alle, auch seltene, Operationsrisiken hinzuweisen.

Kann bei einer Vernehmung eines anderssprachigen Sprechers durch deutschsprachige Behördenvertreter die Gesprächsbeiträge wechselseitig wiedergeben und die Bedeutung einzelner Aussagen für den jeweils anderssprachigen Gesprächspartner interpretieren.

Kann bei Arbeitsbesprechungen und Treffen von deutschsprachigen Kollegen mit anderssprachigen Geschäftspartnern alle Redebeiträge wechselseitig weitergeben und die Verhandlungen durch wechselseitige Erläuterungen unterstützen.

Kann in einem Alltagsgespräch zwischen deutschsprachigen und anderssprachigen Personen alle Inhalte und Informationen vollständig, klar, flüssig und strukturiert wechselseitig wiedergeben.

Kann bei einem Elternstammtisch mit deutschsprachigen und anderssprachigen Eltern als Laiendolmetscher fungieren und alle Redebeiträge wechselseitig wiedergeben.

Kann bei einer spontanen Diskussion von deutschsprachigen und anderssprachigen Mitstudenten über die Notengebung in der eigenen Seminargruppe als Laiendolmetscher fungieren und die Informationen aus den Redebeiträgen wechselseitig wiedergeben.

Kann bei Verkaufsgesprächen zwischen einem deutschsprachigen Verkäufer und anderssprachigen Kunden alle Redebeiträge der Haltung der Gesprächspartner entsprechend wechselseitig wiedergeben.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus dem Deutschen

Kann nahezu alle Inhalte längerer schriftlicher deutscher Texte zu Themen von allgemeinem oder fachspezifischem Interesse anderssprachigen Personen in der gemeinsamen Sprache strukturiert und, wenn nötig, erläuternd oder ergänzend schriftlich weitergeben.

Kann nahezu alle Inhalte längerer komplexer mündlicher deutscher Texte zu vielschichtigen Themen aus eigenen und einzelnen fremden Fach- und Interessengebieten für anderssprachige Personen in der gemeinsamen Sprache in vorgegebener Form und strukturiert schriftlich festhalten.

Detaillierte Kannbeschreibungen *mit Beispielen:* Sprachmittlung schriftlich aus dem Deutschen

Kann nahezu alle Inhalte längerer komplexer mündlicher deutscher Texte zu vielschichtigen Themen aus eigenen und einzelnen fremden Fach- und Interessengebieten für anderssprachige Personen in der gemeinsamen Sprache in vorgegebener Form und strukturiert schriftlich festhalten.

Kann nahezu alle deutschsprachigen Informationen aus einem Fernsehbeitrag mit Börsenberichten zu deutschen Firmen und deren Entwicklung für seine Arbeitskollegen in der Bank in der gemeinsamen Sprache schriftlich festhalten.

Kann für eine gemeinsame Seminararbeit alle relevanten Äußerungen aus einer deutschsprachigen Podiumsdiskussion für und gegen die Globalisierung für seine nicht deutschsprachigen Mitstudenten in der gemeinsamen Sprache aufschreiben.

Kann auf einer deutschsprachigen Pressekonferenz alle Angaben zu einem Dopingfall und dessen Hintergründe für die Leser der Mitarbeiterzeitschrift ihrer Firma in der gemeinsamen Sprache übersichtlich festhalten.

Kann nahezu alle Inhalte längerer schriftlicher deutscher Texte zu Themen von allgemeinem oder fachspezifischem Interesse anderssprachigen Personen in der gemeinsamen Sprache strukturiert und, wenn nötig, erläuternd oder ergänzend schriftlich weitergeben.

Kann die Angaben zur Staatsverschuldung aus einem deutschen Fachartikel für seine Arbeitsgruppe, eventuell erläuternd und mit Ergänzungen, in der gemeinsamen Sprache schriftlich weitergeben.

Kann die detaillierten schriftlichen deutschsprachigen Angaben des Lieferanten zu einem neuen Heizsystem für die anderssprachigen Käufer in der gemeinsamen Sprache schriftlich weitergeben.

Kann die deutschsprachigen schriftlichen Anweisungen des Personalbüros für das neue Zeiterfassungssystem für anderssprachige Arbeitskollegen, eventuell erläuternd und mit Ergänzungen, in der gemeinsamen Sprache schriftlich weitergeben.

Globale Kannbeschreibungen: Sprachmittlung schriftlich aus einer anderen Sprache

Kann die zentralen Inhalte anderssprachiger komplexer schriftlicher Texte zu vielschichtigen Themen aus eigenen und einzelnen fremden Fach- und Interessengebieten klar, strukturiert und nahezu fehlerfrei in Form eines vollständigen Textes an Deutschsprachige schriftlich weitergeben.

Kann nahezu alle Inhalte anderssprachiger längerer, komplexer mündlicher Texte zu Themen aus zahlreichen Lebensbereichen strukturiert und mit Erklärungen an Deutschsprachige nahezu fehlerfrei schriftlich weitergeben.

Detaillierte Kannbeschreibungen *mit Beispielen*: Sprachmittlung schriftlich aus einer anderen Sprache

Kann nahezu alle Inhalte anderssprachiger längerer, komplexer mündlicher Texte zu Themen aus zahlreichen Lebensbereichen strukturiert und mit Erklärungen an Deutschsprachige nahezu fehlerfrei schriftlich weitergeben.

Kann nahezu alle anderssprachigen mündlichen Ausführungen eines behandelnden Arztes für den deutschsprachigen Hausarzt des Patienten schriftlich auf Deutsch festhalten.

Kann während eines Gerichtsprozesses nahezu alle Aussagen der anderssprachigen Angeklagten, Zeugen oder Richter schriftlich auf Deutsch weitergeben.

Kann einen anderssprachigen Vortrag zum Thema „Trinkwasserverseuchung in Ländern der Dritten Welt" für eine deutschsprachige Mitstudentin genau und erklärend mitschreiben.

Kann die zentralen Inhalte anderssprachiger komplexer schriftlicher Texte zu vielschichtigen Themen aus eigenen und einzelnen fremden Fach- und Interessengebieten klar, strukturiert und nahezu fehlerfrei in Form eines vollständigen Textes an Deutschsprachige schriftlich weitergeben.

Kann den neuesten anderssprachigen Wirtschaftsbericht dem deutschsprachigen Chef vollständig schriftlich weitergeben.

Kann einen langen und ausführlichen anderssprachigen Fachartikel über die neuesten Erkenntnisse zu pädagogischen Lehrmeinungen deutschsprachigen Fachleuten umfassend schriftlich wiedergeben.

Kann ein anderssprachiges Gerichtsurteil für einen deutschsprachigen Freund, der in einen ähnlichen Fall verwickelt ist, nahezu vollständig schriftlich auf Deutsch wiedergeben.

Profile deutsch

Profile deutsch

wendet sich an Lehrer und Lehrerinnen, Leiter von Institutionen, Fortbilder, Lehrbuchautoren, Curriculum-Entwickler und Prüfungsspezialisten im Bereich Deutsch als Fremdsprache und Deutsch als Zweitsprache in Schule und Erwachsenenbildung.

Profile deutsch

beschreibt die 6 Niveaus A1 – C2 des „Gemeinsamen europäischen Referenzrahmens für Sprachen" für Deutsch als Fremd- und Zweitsprache und macht Sprachkompetenzen damit vergleichbar.

Profile deutsch

enthält *Kannbeschreibungen* mit konkreten *Beispielen* für die sechs Niveaus A1 – C2 des „Gemeinsamen europäischen Referenzrahmens für Sprachen".

Profile deutsch

Sie können für spezifische Bedürfnisse einzelner Lernender oder ganzer Klassen Gruppenprofile mit Lernzielen, sprachlichen Mitteln und Ihren eigenen Unterrichtsunterlagen per Mausklick zusammenstellen.

Profile deutsch

Sie können ohne großen Aufwand einer neuen Klasse verdeutlichen, welcher Lernstoff für ein bestimmtes Niveau wichtig ist und nach welchen Kriterien Leistungen beurteilt werden.

Profile deutsch

CD-ROM (ins Buch eingelegt) mit den Niveaus A1 – C2, dem „Gemeinsamen europäischen Referenzrahmen für Sprachen", dem „Langenscheidt e-Großwörterbuch Deutsch als Fremdsprache 4.0", Textsorten, Grammatik und Lern- und Kommunikationsstrategien.

Profile deutsch

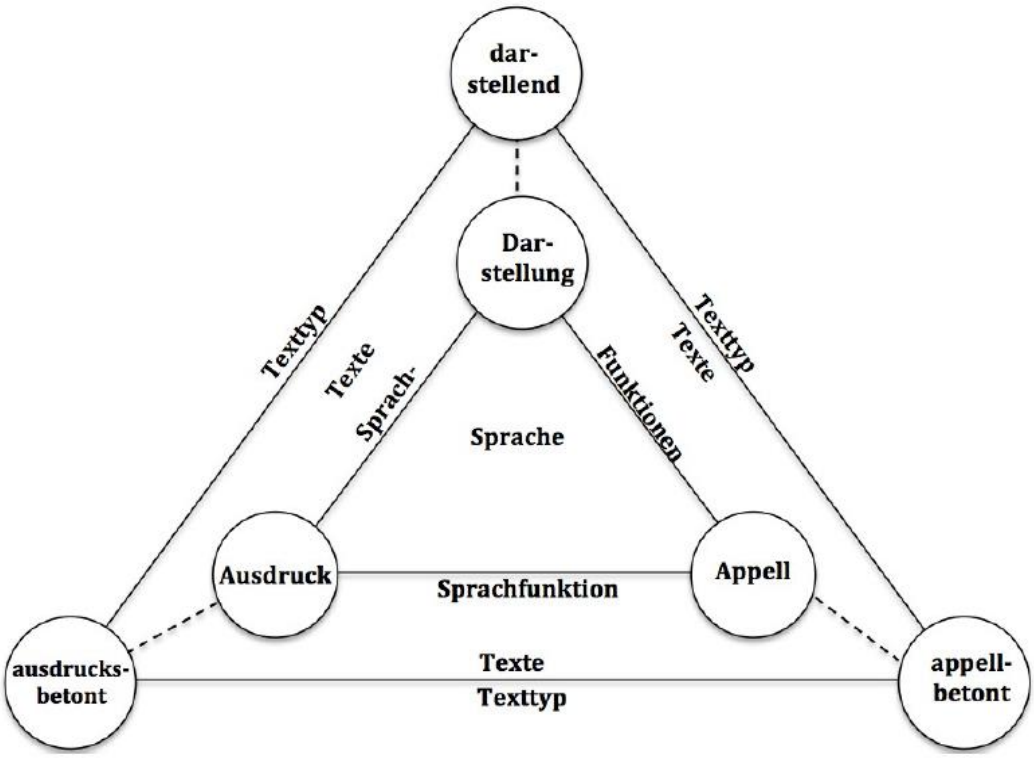
Begleitbuch (240 Seiten) mit einer ausführlichen Anleitung zum Einsatz der CD-ROM, Hintergrundtexten, den Kannbeschreibungen der sechs Niveaus und einem systematischen Überblick über die verschiedenen Listen auf der CD-ROM.

Infos & mehr
www.langenscheidt.de/profile

Langenscheidt

ISBN 978-3-468-49410-9
9 783468 494109

Appendix 3: Translation-related Text classification (Reiß 1983)



Appendix 4: Observation form

OBSERVATION FORM
Date:

Course Title/Description.....
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Course type:……
Course duration:…….
Language of lesson:……
Learning objective: .....
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Course content/themes:.....
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Course materials:.....
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Teaching methods:.....
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Interaction form(s): .....
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Teaching/Learning tasks: .....
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Teaching /learning procedures:.....
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Strategies/tips:.....,
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Synthesis of theory and practice:
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Feedback:.....

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Appendix 5: Semester timetable topics, M. A. Specialised Translation 'Sprachdatenverarbeitung'

MAFÜ – Sprachdatenverarbeitung (Werkzeuge) – SS 2010 Seminar only confidential 1

Termine & Themen
(Stand: 14.04.2010)

Termin	Thema
17.03.	– Einführung, Organisation – Einfacher Übersetzungsablauf am Beispiel von SDL Trados 2007 Suite und simuliertem Übersetzungsauftrag (Word-Dokument, TMX-Datei)
24.03.	– Organisation: Einteilung der AGs – Fortsetzung: Einfacher Übersetzungsablauf am Beispiel von SDL Trados 2007 Suite (Word-Dokument, TMX-Datei, Termbank)
31.03.	– Einfacher Übersetzungsablauf am Beispiel von SDL Trados 2007 Suite: Alignment von Referenzdateien
07.04.	– Übersetzen "komplexer Textelemente" – Austausch von TMs – Anlegen von projektbezogenen Ordnerstrukturen
14.04.	– Übersetzen von DTP-Formaten mit SDL Trados 2007
21.04.	**Referat:** **„MultiTerm": Word-Schnittstelle; Konvertieren von Terminologiebeständen aus anderen Formaten (Excel, Word, MultiTerm 5)**
28.04.	**Referat:** **HTML und Übersetzen von HTML-Dateien (inkl. Einführung TagEditor)**
05.05.	**XML und Übersetzen von XML-Dateien**
12.05.	**Referat:** **Übersetzen von PowerPoint-Präsentationen und Excel-Tabellen mit TRADOS TagEditor**
19.05.	**Referat:** **SDL Trados Suite 2007: Strukturierung von TMs, Projekt- und Filtereinstellungen, TM-Datenbankpflege**
26.05.	**Referat:** **Übersetzen mit SDL Trados Studio 2009**
02.06.	**Referate:** – **Projektmanagement mit TRADOS Synergy (2 Personen)** – **Übersetzen mit Across (4-5 Personen)**
09.06.	**Referat:** **Übersetzen mit Across (Fortsetzung)**
16.06.	**Referat:** **Übersetzen mit MemoQ (4-5 Personen)**
23.06.	**Referat:** **Übersetzen mit MemoQ (Fortsetzung)**

Bewertungskriterien:

- Vorbereitung und Vortrag des Referats
- Lernprotokoll (**mindestens 2 Teamprotokolle pro Gruppe**)
- Stichwortartige Darstellung der Ergebnisse (spätestens am Ende des Kurses, **eine Kurzdarstellung pro Arbeitsgruppe**)
- Mitarbeit und Diskussion
- Anwesenheit

Appendix 6-10: Data set of studies conducted in Germany and Nigeria

Appendix 6: Data set Translation students
Appendix 7: Data set Translator educators Germany
Appendix 8: Data set Translators Germany
Appendix 9: Data set Prospective employers Nigeria
Appendix 10: Data set Translators Nigeria ‘de-en’

See URL: http://dx.doi.org/10.5281/zenodo.57199

Appendix 11: M. A. Translation Curriculum UI Nigeria

dus: Faculty of Arts. University of Ibadan 2002/2003 Brochure. Issued by the Dean's Office Faculty of Arts. Ibadan University Printery 2003, 332–341 p. 291

M.A. in Translation

The Department offers a Degree of Master of Arts in Translation in approved languages, e.g. French, German, Russian, e.t.c. The aim of the programme is to offer basic training in the art and techniques of translation.

It is intended both for students interested in Translation as an academic discipline and for students who may wish to pursue a career as professional translators (freelance translators or employees of ministries, corporations, national and international organizations, and commercial firms.

Entry Requirements

A minimum of Second Class (Lower) Honours in approved languages, e.g. French, German, Russian, etc.

MASTER OF ARTS IN TRANSLATION

L1 : First Language (English)
L2 : Second Language (French or German or Russian)
L3 : Third Language (.....)

Course No.	Title and Short Description of Courses	Hours of Teaching		No. of Units	Remarks
		Theo-retical	Prac-tical		
MLT 701	**Theories and Methods of Translation** Origin and growth of translation. Traditional and modern views and methods of Translation. Principal theore-ticians and Traditions.	30	–	3	Compul-sory for all students
MLT 702	**General Translation 1** Structural, semantic and stylistic analysis of texts illustrating different language registers and Practical translation from L1 to L2, (same as MLF 706).		30	3	Compul-sory varieties for all students
MLT 703	**General Translation 2** Same description as MLT 702. Practical translation from L2 to L1. (same as MLF 707).		30	3	Compul-sory for all students
MLT 704	**Technical Translation 1** Analysis and practical translation from L1 to L2 of technical texts relating to various disciplines.	30	30	3	Required

Appendix 12: Informant's report 2 Translation in Radio broadcasts VON Nigeria

On Thursday, January 23, 2014 1:57 PM, Informant 2 <informant2@xyz.mail> wrote:

Dear Madam,

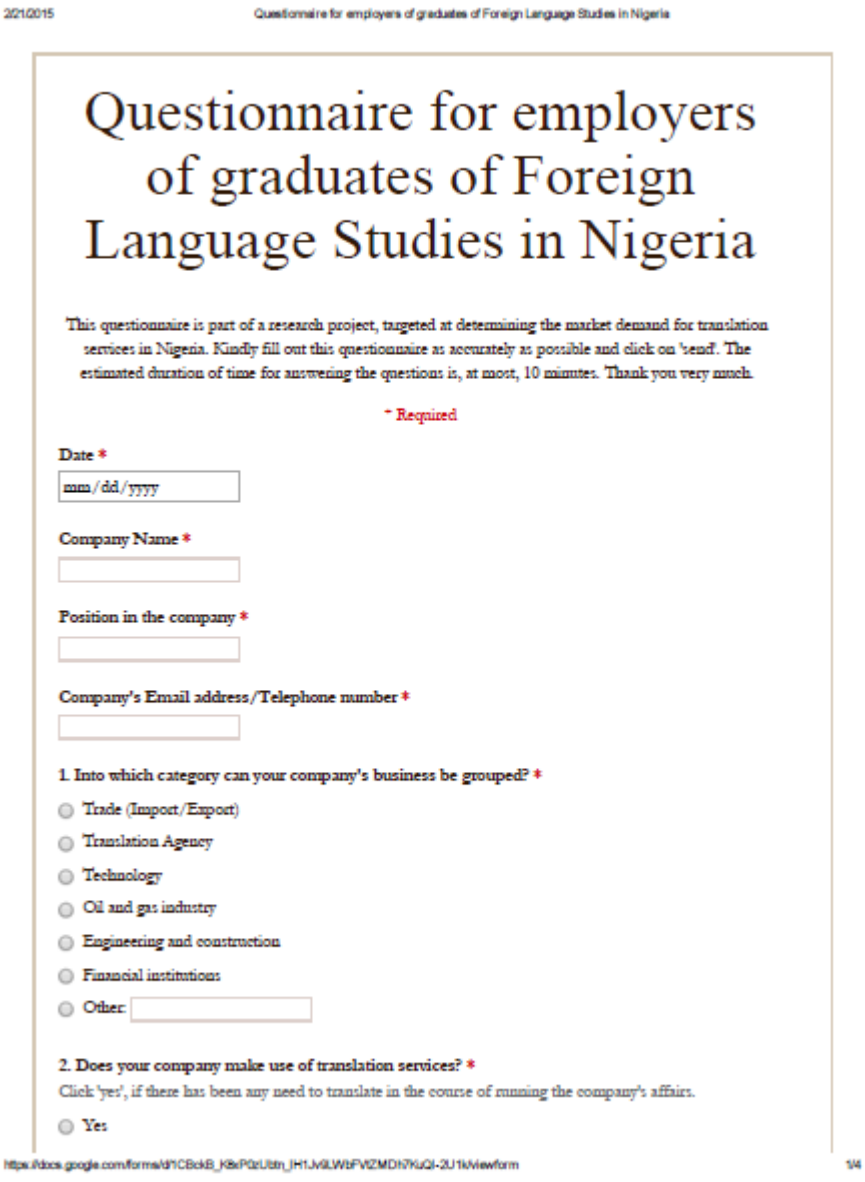
Greetings,
DW never helped and does not help VON with German broadcasts, as there is no German broadcast now in VON. This may happen in future if German Service is restored in future.
By co-production, the two stations decide on a topic of common interest to work on. Producers from both stations come together either in Nigeria or Germany and jointly produce a programme on the selected topic.

German broadcasts on VON in the 80s were generally about the whole of Nigeria, Africa and the whole world. Apart from news broadcasts, programmes were also produced in German on various aspects of Nigerian and African life: culture, tourism, economy, politics, etc,
DW broadcasts in English. Staff of VON Hausa service who go on internship at DW translate English material for broadcast in Hausa on DW. They don't speak nor understand German but they can pick some German or even speak the language before the end of the internship depending on the duration. Knowledge of German is therefore not required. They don't broadcast in German but Hausa on DW.
Best wishes,
Informant 2

On Tuesday, January 21, 2014 9:53 PM, Informant 2 < informant2@xyz.mail > wrote:

Dear Oyetoyan, greetings. Sorry for the delay in getting back to you. I have been making the necessary contacts for the information you requested for. Unfortunately, my efforts could not yield reasonable result. I have lost touch with acquaintances who speak good German. NITI does not have many translators in German language. In fact, I don't know any NITI member who has German as 'a' language. Below is what I can find: *Abcdefg Zyxwv-00010110001*, *Vwxy Abcde-01110000011*. You may wish to contact them or Goethe Institute for more names. Regards, good luck and best wishes. Informant 2

Appendix 13: Interview questions for prospective employers of Nigerian graduates of German Studies



2/21/2015 Questionnaire for employers of graduates of Foreign Language Studies in Nigeria

Questionnaire for employers of graduates of Foreign Language Studies in Nigeria

This questionnaire is part of a research project, targeted at determining the market demand for translation services in Nigeria. Kindly fill out this questionnaire as accurately as possible and click on 'send'. The estimated duration of time for answering the questions is, at most, 10 minutes. Thank you very much.

* Required

Date *

mm/dd/yyyy

Company Name *

Position in the company *

Company's Email address/Telephone number *

1. Into which category can your company's business be grouped? *

- Trade (Import/Export)
- Translation Agency
- Technology
- Oil and gas industry
- Engineering and construction
- Financial institutions
- Other:

2. Does your company make use of translation services? *

Click 'yes', if there has been any need to translate in the course of running the company's affairs.

- Yes

https://docs.google.com/forms/d/1CBckB_K8xP0zUbtn_jH1JvGLWbFVtZMDh7KuQI-2U1k/viewform 1/4

No (Thank you very much for your help. Other questions are only relevant, if your company uses/have used translation services).

Note

Responses to the following questions are necessary, if your answer in question 2 is 'yes'. Kindly answer all relevant questions.

3. How frequent does your company make use of translation services?

- Daily
- Weekly
- Fortnightly
- Monthly
- Quarterly
- Once in a while
- Other:

4. From which of the following languages are translations made?

Multiple answers possible

- English
- German
- French
- Nigerian Languages
- Other:

5. Into which of the following languages are translations made?

Multiple answers possible

- English
- German
- French
- Nigerian Languages
- Other:

6. If your answers to question 4 and/or 5 include 'German', does your company specifically offer employment to Nigerian graduates with German language competence?

- Yes

- No (please continue with question 10).
- Not applicable; my company does not need translation from or into German. (Thank you for your help. Other questions may not be relevant for you).

7. If yes, what typical language-related job tasks are assigned to them?

Multiple answers possible

- [ ] German language teaching
- [ ] Bilingual secretarial responsibilities
- [ ] Interpreting tasks (such as conveying messages from one language into the other during a speech or discussion)
- [ ] Translating tasks (conveying the message of a written text from one language into the other in the written form)
- [ ] Technical writing and editing
- [ ] Not applicable
- [ ] Other:

8. If the interpretive skill (which is oral) is required, how frequent is the demand for interpretation?

- Daily
- Weekly
- Fortnightly
- Monthly
- Quarterly
- Once in a while
- No, the skill is not needed
- Other:

9. If translating (which involves writing) is one of the job responsibilities of such employees, from which of the following institutions in Nigeria did the employee(s) acquire his/her translating training?

- University of Nigeria, Nsukka
- University of Ibadan
- Obafemi Awolowo University
- Goethe Institut
- Not applicable
- Other:

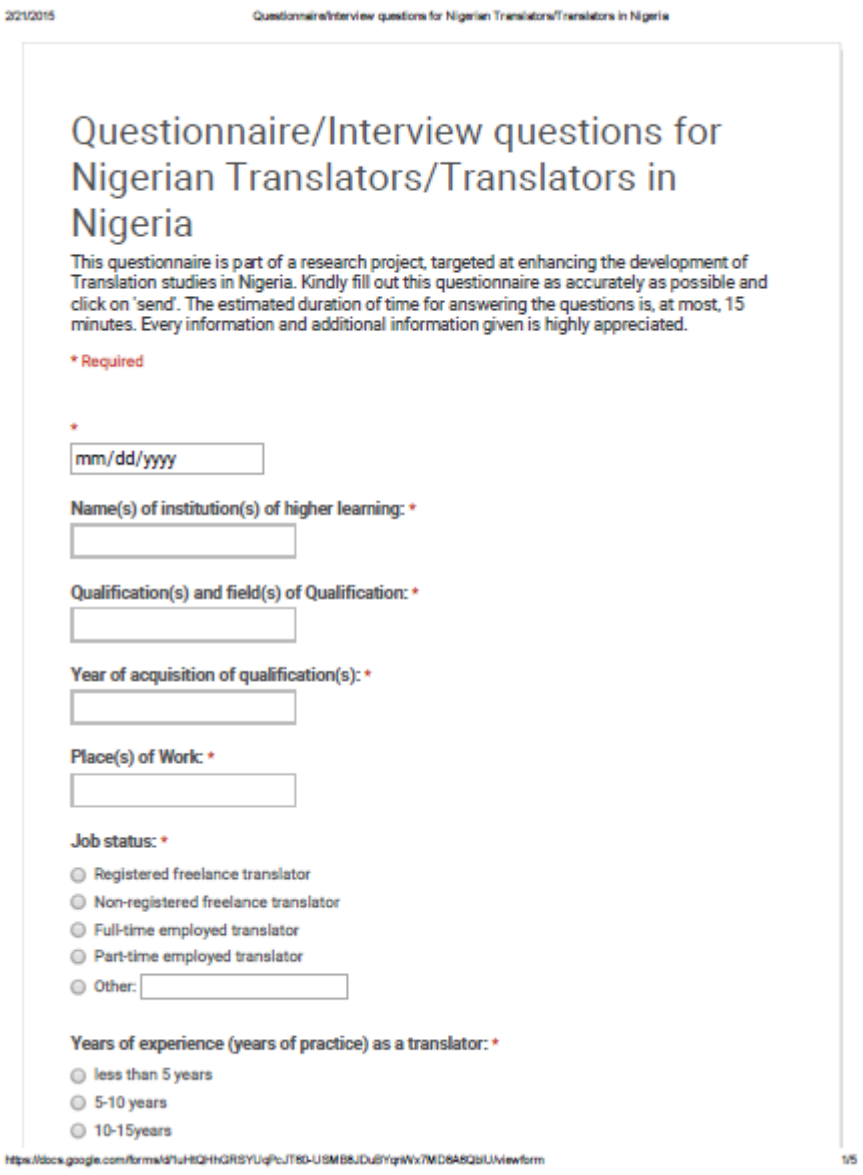
10. If your answer in question 6 is 'no' and in question 9 is 'not applicable', which of the following provides translation for your company?

- Foreign freelance translator(s)
- Foreign translator agency
- German business partners/friends
- Bilingual secretary (secretaries)
- Services of Nigerians who acquired the language and cultural competence while staying in German speaking countries
- Other:

Submit

Never submit passwords through Google Forms.

Appendix 14: Interview questions translators Nigeria ’de-en’



2/21/2015 Questionnaire/Interview questions for Nigerian Translators/Translators in Nigeria

Questionnaire/Interview questions for Nigerian Translators/Translators in Nigeria

This questionnaire is part of a research project, targeted at enhancing the development of Translation studies in Nigeria. Kindly fill out this questionnaire as accurately as possible and click on 'send'. The estimated duration of time for answering the questions is, at most, 15 minutes. Every information and additional information given is highly appreciated.

* Required

*

mm/dd/yyyy

Name(s) of institution(s) of higher learning: *

Qualification(s) and field(s) of Qualification: *

Year of acquisition of qualification(s): *

Place(s) of Work: *

Job status: *

- Registered freelance translator
- Non-registered freelance translator
- Full-time employed translator
- Part-time employed translator
- Other:

Years of experience (years of practice) as a translator: *

- less than 5 years
- 5-10 years
- 10-15years

https://docs.google.com/forms/d/1uHtQHhQRSYUqPcJT80-USMB8JDuBYqsWx7MD6A8QbIU/viewform 1/5

- 15 -20 years
- 20 years and above

Describe your job tasks (multiple choices possible): I translate *

- general documents
- technical documents (natural and applied sciences)
- legal texts
- financial/commercial documents
- Other:

How often do you translate? *

- Everyday
- Every week
- Fortnightly
- Monthly
- Quarterly
- Once in a while

What language pair(s)/translating direction(s) is (are) your specialty (-ies) in translating? (Multiple choices possible) *

- fr-en
- en-fr
- fr-de
- de-fr
- de-en
- en-de
- Other:

What tools do you make use of while translating? (Multiples choices possible) I use: *

- Monolingual dictionary
- Bilingual dictionary
- Multilingual dictionary
- Electronic dictionaries
- Translation software (please specify below)
- Internet (please specify below)

If you use translation software and internet websites, please list them.
Kindly answer this question, if you selected 'translation software' and 'Internet' in the previous question.

Select your personal work schemes while translating (multiple choices possible). *

- [ ] (i) Actual translation phase
- [ ] (ii) Review
- [ ] (iii) Research
- [ ] Other:

Please give a brief description below for every chosen option above

Personal work schemes while translating

Describe what you do in the actual translation phase *

Describe what you do in the review phase *

Describe what you do in the research phase *

In what order do you go through these work phases while translating? *

- (i), (ii), (iii)
- (i), (iii), (ii)
- (ii), (i), (iii)
- (ii), (iii), (i)
- (iii), (ii), (i)
- (iii), (i), (ii)
- None of the above
- Other:

If you chose 'None of the above', please describe your working order

Have you lived in any native countries of the target- or source languages you work with during translation? *

- Yes
- No

If yes, how long did you stay?

- less than 6 months
- 6 months – 1 year
- longer than 1 year

Are you registered with any professional body? *

- Yes
- No

If yes, state the organization(s)

Have you undertaken any additional professional and/or refreshment course in translation? *

- Yes
- No

If yes, please state the year, the and the institution

Give a personal overall assessment of the translation practice in Nigeria *

Submit

Never submit passwords through Google Forms.

Appendix 15: Excerpts of Translation B. A. German curriculum Nigeria UI-OAU-UNN

UNIVERSITY OF IBADAN

DEPARTMENT OF EUROPEAN STUDIES

Admission Requirements for B.A. Honours Degree in GERMAN

University Matriculation Examination

- 5 credits at GCE 'O' Level including English
- 6 credits at two sittings including English
- 3 subjects in Arts and the Social Sciences in U.M. E. (at least 1 in Arts)

Summary of Registration Guidelines:

The minimum requirements for a B.A. degree are as follows:

SINGLE HONOURS

(i) 4 year Programme	Int.	GES	Ext	Total Units	
100 Level		12	6	12	30
200 Level		20	3	7	30
300 & 400 Level		48	-	12	60
Total		80	9	31	120

(ii) 3- Year Programme	Int.	GES	Ext	Total	Units
200 Level	20	6	4	30	
300 & 400 Level	48	3	9	60	
Total	68	9	13	90	

COMBINED HONOURS WITH GERMAN

(i) 4-Year Programme	Int.	GES	Ext	Total Units
100 Level	10(20)	6	4	30
200 Level	12(24)	3	3	30
300 & 400 Level	*27(54)*	-	*6*	*60*
	49(98)	9	13	120

Departmental Requirements for B.A. Honours Degree in German All students are required to register for the following courses:

(a) EST 101 or 102, EST 201, EST 301 and EST 401 or EST 402
(b) A second European language: Russian or French (6 Units)

SINGLE HONOURS
100 Level

Compulsory:	ESG	101	(3 units)
		103	(3 units)
		107	(2 units)
Required:		104	(2 units)
		106	(2 units)

All other courses are elective
Total internal minimum units to be obtained are 12 units.
200 Level

Compulsory:	ESG	201	(2 units)
		204	(2 units)
		208	(2 units)
Required:	ESG	203	(2 units)
		205	(2 units)
		207	(2 units)
		210	(2 units)
		214	(2 unts)

All other courses are elective
Total internal minimum units to be obtained are 20 units

300 and 400 Levels

Compulsory:	ESG	301	(3 units)
		302	(2 units)
		303	(3 units)
		307	(2 units)
		401	(3 units)
		402	(3 units)
		499	(6 units)
Required:	ESG	304	(2 units)
		305	(2 units)
		306	(2 units)
		312	(2 units)
		315	(2 units)

		405	(2 units)
		406	(2 units)
		410	(3 units)
		413	(3 units)
		414	(3 units)

Total internal minimum units to be obtained are 48 units.

COMBINED HONOUR: GERMAN AND ANY OTHER SUBJECT

100 Level

Compulsory:	ESG	101	(3 units)
		103	(3 units)
Required:	ESG	105	(2 units)
		107	(2 units)

All other courses are elective.
Total internal minimum units to be obtained are 10 units (20 units in both disciplines).

200 Level

Compulsory:	ESG	201	(2 units)
		204	(2 units)
		208	(2 units)
Required:	ESG	205	(2 units)
		207	(2 units)
		211	(2 units)
		214	(2 units)

All other courses are elective.
Total internal minimum units to be obtained are 12 units (24 units in both disciplines).

300 & 400 Levels

Compulsory:	ESG	301	(3 units)
		304	(3 units)
		401	(3 units)
		499	(6 units) or 402 (3 units)
Required:	ESG	302	(2 units)
		307	(2 units)
		406	(2 units)
		413	(3 units)

All other courses are elective.
Total internal minimum units to be obtained are 27 units (54 units in both disciplines).

Course Description B.A. Honours GERMAN

		Units	Status
ESG 101	**Basic German Grammar I** Introduction to the basic grammatical structures and lexis of everyday conversation and to the basic features of the writing system	3	C
ESG 102	**Oral and Aural Comprehension I** Introduction to the sound system of German and speech with the use of audio and video tape programmes	3	E
ESG 103	**Basic German Grammar II** Continuation of ESG 101, and introduction to composition in German	3	C
ESG 104	**Oral and Aural Comprehension II** same as and Continuation of ESG 102	2	R
ESG 105	**Speech and Conversation I Practice in group and** Interpersonal discussions on everyday activities and issues, and the environment with a focus on the correct use of grammar and vocabulary	2	E
ESG 106	**Introduction to the German-speaking Societies** Overview of the customs, beliefs, the distribution of Germanic tribes in historic times to a general survey of geography, culture and institutions of contemporary German speaking societies: Germany, Austria and Switzerland	2	R

ESG 107	**Introduction to Reading and Text Analysis** Analysis of simple texts of various registers to teach reading, comprehension and vocabulary acquisition	**2**	**C**	
ESG 108	**German as a Second Foreign Language I** Integrated course on basic German for non-German majors	**3**	**E (in 200 L)**	
ESG 109	**German as a Second Foreign Language II** Continuation of ESG 108	**3**	**E (in 200 L)**	
EST 101	**Introduction to European Civilization** A study of the cultural history of Europe from the fall of Rome through the 'Dark Age' to the medieval synthesis of the cathedral and the university. The role of Byzantium and Islam will also be studied	**2**	**E**	
EST 102	**Contemporary Europe** Survey of the geography and people, societies and cultures of Europe today with emphasis on France, Germany and Russian geo-political groupings and institution such as the European Union (EUL.) the Commonwealth of Independent States (CIS) etc. involved in intra European relations.	**2**	**E**	
ESG 201	**German Grammar III** Further studies and practice in Grammar	**2**	**C**	Prerequisite **ESG 101, 103 for {Sg and Comb. Hnrs }**
ESG 202	**Listening Comprehension I** Phonology and Phonetics of German. Intensive practical training in listening and speech, laboratory practice	**2**	**E**	
ESG 203	**Speech and Conversation II** An independent practice in groups, Inter-personal discussion on developing oral communication skills	**2**	**R (Sgi Hnrs)** **E (Comb.Hnrs)**	

ESG 204	**German Grammar IV** Intensive grammar practice. Continuation of ESG 201	2	C
ESG 205	**Listening Comprehension II** Intensive practice in listening to dialogues and interviews through video films; laboratory practice	2	C
ESG 206	**Speech and Conversation III** Continuation of ESG 203	2	E
ESG 207	**Composition Writing in German** Effective writing skills theoretical and practical instructions on essay writing with emphasis on expository and descriptive essays	2	R
ESG 208	**Reading Comprehension and Textural Analysis** Analysis and study of selected texts of various registers with a view to critical appreciation of such texts	2	C
ESG 209	**Practical Translation** Introduction to the techniques of translation with practical work from German into English with emphasis on lexical, syntactic and semantic structures of both languages	2	E
ESG 210	**Introduction to Literary Appreciation** Essence and objectives of literature as art; practical appraisal of German texts of different genres	2	R

ESG 211	**Introduction to German Literature** A survey of the development of German literary trends and tendencies in the 20th century; selected German texts will be studied in relation to their socio-cultural and historical contexts	2	E
ESG 212	**Structural Exercises In Word Building** Study of the various linguistic forms affecting word composition and formation	2	E
ESG 213	**German History I (1789-1871)** A survey of the development of German national sovereignty with an appraisal of the historical, political, social and economic factors	2	E
ESG 214	**German History II (1871-1945)** A survey of German political and social history from imperial German up to the Second World War: World War I, Weimar Republic' Third Reich	2	R
ESG 215	**Economic Geography Of Germany** A survey of location of national resources and dependent industries; survey of dense economic centres, growth and nation building	2	E
ESG 216	**German as a Second European Language III** German grammar, speech and composition for non-German majors.	2	E
ESG 217	**German as a Second European Language IV,** continuation of ESG 216	2	E

EST 201	**European Civilization II** A survey of the birth of the new Europe and nations and the breakdown of the old order. The impact of the renaissance and reformation in shaping the new vision of the world will be studied as well as the European relationship With the wider world	**2**	**E**	
ESG 301	**Advanced German Grammer I** Intensive German with practical	**3**	**C**	**Prerequisite ESG 201, 204**
ESG 302	**Listening Comprehension and Speech** Intensive listening and speech practice through tape, televised programmes, films and laboratory practice	**2**	**C (sgl. Hons) R (Comb. Hons)**	
ESG 303	**Advanced German Grammar II** Continuation of ESG 301	**3**	**C**	
ESG 304	**Listening Comprehension** Continuation of ESG 302	**2**	**R**	
ESG 305	**Speech and Conversation** Practice in grouns and interpersonal individual discussions on selected topics with emphasis on grammar, vocabulary and common errors	**2**	**R**	
ESG 306	**Essay Writing** Further practice in essay writing with emphasis on persuasive writing in different text genres CV, formal and informal letter, inquiry term paper etc.	**2**	**R**	
ESG 307	**Reading and Text Comprehension** A survey of new developments in the German speaking societies of Germany, Austria and Switzer, analysis of texts of different registers	**2**	**C**	

ESG 308	**General Translation I** Theory and techniques of translation Translation from German to English with various registers and text genres	2	E
ESG 309	**General Translation II** Translation from English to German	2	E
ESG 310	**German Linguistics** A study of selected schools of German Linguistics	2	E
ESG 311	**Business German I** Language of the work place, register of business and commerce	2	E
ESG 312	**German Literature I** A survey of literary trends and major authors in the 19th and 20th centuries. Study of at least two book texts	2	R
ESG 313	**German Literature II** A survey of literary trends in the 18th century; study of at least two book texts	2	E
ESG 314	**Introduction to German Thought** Study of 18th and 19th centuries. German Intellectualism from Kant to Nietzsche	2	E
ESG 315	**Contemporary German History** Political and social history of Germany from 1945 to the present; Germany in a divided Europe; policies and processes of reunification; the 'new' reunified Germany	2	R
EST 301	**Introduction to Research Methods** Introduction to the methods and skills for writing research work and writing academic essays	2	E

ESG 401	**Practical German** Advanced grammar, syntax and structure, listening and text comprehension	3	C	Prereguisite ESG 301, 303
ESG 402	**Essay Writing in German** Practice in different styles of writing Summan, book review, minutes, expository and argumentative essay etc	3	C	
ESG 403	**Structure of Contemporary German** Major trends in the German school of Linguistics: Valenz' grammar, textual Linguistics; special and technical languages (Fachsprachenlinguistik)	2	E	
ESG 404	**Applied Linguistics** Practical application of linguistics to the Teaching of German as foreign language	2	E	
ESG 405	**General Translation I** Translation from German to English	2	R	
ESG 406	**General Translation II** Translation from English to German	2	R	
ESG 407	**Literary Criticism in Germany** A survey of contemporary approaches in Literary hermeneutics	2	E	
ESG 408	**German Literature: Poetry** Study of selected texts from the 18th Century to the present day	2	E	
ESG 409	**German Literature: Drama** Study of selected texts from the Baroque period to the present day	3	E	
ESG 410	**German Literature: Prose** Study of selected texts from the 18th Century to the present day	3	R	
ESG 411	**Business German II** Advanced study of the language of	2	E	

	work, business and commerce		
ESG 412	**German Thought** A study of 20th century German Thought based on selected schools of thought with prescribed texts	2	E
ESG 413	**Contemporary German Life and Society** Aspects of cultural and social trends in contemporary German speaking societies an Multiculturality, family and gender roles	3	R
ESG 414	**Germany and Africa** A survey of German colonialism in Africa and the examination of policies and relations between Germany and Africa since 1918.	3	R
ESG 415	**German Politics and Economy** Political and economic structures in Germany their history and operations; the social market economy and welfare system; federal structure, political parties and government, current issues	2	E
ESG 499	**Long Essay** An independent essay on a topic on either literature, language or civilization approved by the department	6	C
EST 401	**Comparative Literature** Introduction to the method of Comparative Literature; study of selected works/literary movements in French, English, German and Russian in a comparative context	3 2	E
EST 402	**Politics of Contemporary Europe** Focus on the political forces, institutions and processes of integration in Europe	3	E

OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE

DEPARTMENT OF FOREIGN LANGUAGES

(GERMAN PROGRAMME)

GERMAN COURSES

COURSE CONTENT

GMN 101 - Audio-Visual Course in German I (6 Units).

This course is an introduction to the German language for beginners. Emphasis will be laid on the rapid acquisition of oral and aural competence through the basic skills, listening comprehension, speaking, reading comprehension and writing.

GMN 102 - Audio-Visual Course in German II (4 Units)

This course is a continuation of GMN 101.

GMN 103 - German Conversation and Laboratory Work (3 Units)

Students are introduced to the fundamental structures of the German Language with the aim of giving enough foundation for the understanding of simple German texts and for participation in simple conversations. Language laboratory work is used for systematic repetition and audition of phonetic and grammatical patterns. The course is based on tapes, slides, videos and texts.

GMN 104 - German Phonetics and Conversation (3 Units)

This course involves a detailed study of phonological peculiarities of the German Language. It lays emphasis on the acquisition of a good pronunciation of German and exposes students to more complex speech automatisms, offering them opportunities for oral communication and fluent expression in German Language. Laboratory work, tapes, slides, videos etc. will be used.

GMN 105 - Elementary German Grammar and German Comprehension (3 Units)

The aim of the course is to improve the students' comprehension and oral expression in German and to bring them from the understanding of simple passages to more complex passages and texts, through an intensive study of the grammatical structures of the German Language.

GMN 106 - German Grammar (3 Units)

This is an introduction to the basic German grammatical structures through exercises and practice of such forms.

GMN 107 - Oral Communication in German (3 Units)

In this course, communication skills will be taught. The emphasis will be laid on spoken German.

GMN 108 - Introduction To German Composition (3 Units)

30

This course is designed to enable the students develop the skill of writing letters and short essays. Special attention will be paid to the rudiments of good writing such as logical ordering of thoughts, paragraphing and punctuation.

GMN 110 - German Comprehension (3 Units)

This course is a continuation of GMN 105.

GMN 201 - Advanced German Composition (3 Units)

While continuing to build on skills taught in GMN 108, the aim of the course is to develop direct thinking and writing in German. Emphasis is on vocabulary expansion, structure of sentences and the acquisition and use of idiomatic language

GMN 202 - Introduction to German Language Study (3 Units)

This course is a general introduction to the study of German Language. This course is in essence a broad familiarization with the peculiarities of the German language, with emphasis on its morphology, syntax and semantics. The historical development of the language and its dialects will also be treated.

GMN 203 - Advanced German Reading and Listening Comprehension I (3 Units)

This course is a continuation of GMN 105 and GMN 110. Narrative, descriptive and argumentative passages of literary, political and technical nature will be studied. Emphasis will be laid on critical commentary, paraphrasing and summarizing the passages.

GMN 204 - Advanced German Reading and Listening Comprehension II (3 Units)

This course is a continuation of GMN 203

GMN 205 - Landeskunde I (3Units)

This course is an introduction to the study of cultural, social, economic and political structures and institutions of the German speaking countries.

GMN 206 - Landeskunde II (3Units)

This course is a continuation of GMN 205. In addition, there will be an introduction to German history within the European context (1780 to date).

GMN 208 - Introduction to German Literature (3 Units)

This course is an introduction to German Aufklärung (Enlightenment), Sturm und Drang, Klassik, Romantism, Biedermeier/ Junges Deutschland/ Vormaerz, Realismus and Naturalismus.

GMN 301 - Translation: German into English (3Units)

31

This course emphasizes a systematic study of German grammatical structures within the framework of the most recent linguistic theories. It also includes an analytical comparison with other language systems with which the students are familiar.

GMN 302 - History of the German Language (3Units)

This course encompasses the historical development of the German language from its origins to the contemporary period. It is also destined to create an awareness of the interdependency between political, economic, social and cultural factors and the evolution of languages.

GMN 303 - German Stylistics I

The students will be introduced to the stylistic analysis of literary and political texts as well as those of day- to- day communication. Particular attention will be devoted to rhetorical and stylistic devices such as metaphor, allegory, hyperbole, irony etc. Newspaper articles and current publications on the internet will be consulted.

GMN 304 - German Scientific and Technical Language (3Units)

This course is specifically designed for the understanding of scientific and technical works and articles in German and for the two-way translation of such texts. Emphasis will therefore be on the acquisition of an extensive scientific and technical vocabulary and its usage as well as on the syntactical peculiarities of German for academic purposes.

GMN 305 - German Post-war Society (3Units)

This course involves a study of present-day German society with special emphasis on its relevance for African affairs. A considerable part of the course will be devoted to the analysis of material from the German press and radio/television/internet on and about Africa. Emphasis will be laid on the study of the economic, social and political developments of German post-war society.

GMN 306 - German Stylistics II (3Units)

This course is a continuation of GMN 305. In addition, the students will be confronted with scholarly texts for comprehension, analysis and interpretation.

GMN 307 - German Literature in the 20th Century: Germany, Austria and Switzerland (3Units)

The course deals with novels and narratives by German-speaking writers of the 20th century. Three texts for detailed study will be selected from the works of the following authors: Hesse, Boell, Grass, Handke, Duerrenmatt, Wohmann, Suesskind and Nadolny.

GMN 308 - Cultural Studies (3Units)

This course is a study of contemporary cultural events, developments and phenomena in the German -speaking countries, such as current debates concerning language, cultural literary, emotional intelligence and new trends in education, literary awards, cultural fairs, etc. The students will utilise first-hand material from the press and the internet. An intercultural approach will used to examine similar events and developments in the rest of the word, but especially on the African continent.

GMN 309 - Praktische Arbeit I (3Units)

The aim of this course is to train students to express themselves clearly with precision and a minimum of errors in the discussion and/or presentation of controversial topics which are mostly general in nature, but sometimes philosophical, literary and political. The focus of this course is placed on oral expression.

GMN 310 - Praktische Arbeit II (3Units)

This course is a continuation of GMN 309 and is destined to prepare the students for the drafting of their long essay in their final year. A clear emphasis will be laid on the written aspect. Letters, newspaper articles, applications as well as short essays are to be written and to be defended.

GMN 401 - Advanced Translation: German into English (3 Units)

The course will revise the various definitions of translation and the possibility or otherwise of translation. Some syntactic problems of translating from German to English will be highlighted Students will undergo an intensive practice in translation from German to English, employing theories and principles already acquired. Passages from various disciplines will provide material for the exercise.

GMN 402 - Advanced Translation: English into German (3 Units)

This course will continue the discussion on the theory of translation, laying particular emphasis on the concept of fidelity in translation. Some syntactic problems of translating from English to German will be highlighted. Students will undergo an intensive practice in translation from English to German. Passages from various disciplines will provide the material for practice.

GMN 403 - Post-War German Literature (3 Units)

The aim of this course is to provide an intensive study of Post-War German literature, mainly prose texts. Three texts for detailed study will be chosen from the works of the following authors:

GMN 404 - Applied German Linguistics (3 Units)

This course is an application of modern linguistic theories to the teaching, learning and analysis of the German language. Problems peculiar to the Nigerian context will receive special attention. This course involves isolating and examining the differences that exist between German and other language systems previously acquired by students.

GMN 405 - German Drama Since Goethe (3Units)

A selection of texts for detailed study (from the Drama of Enlightenment and Lessing's Burgerliches Trauerspiel) will be made from the works of three of the following authors:

Goethe, Schiller, Lessing, Kleist, Buchner, Hauptmann, Brecht, Durrenmatt, Frisch, Kroetz, Weiss, etc.

GMN 406 - German Poetry (3 Units)

Different poems for detailed study will be selected either according to topics like nature, love, urban life-village life, etc. or according to the history of German Poetry.

Poems from the following authors can be chosen, Gryphius, Fleming, Klopstock, Claudius, Goethe, Schiller, Holderlin, Eichendorff, Morike, Heine, Nietzsche, Hotz, Rilke, Lasker-Schuler, Rose Auslander, Benn, Hesse, Brechy, Eich, Celan, Friech, Meister, Enzensberger, etc.

GMN 410 – Germany and Africa (3Units)

GMN 411 - German Dissertation and Oral (3Units)

The objective of this course is to introduce students to the principles and techniques of writing a dissertation, to develop the students' critical and analytical skills in the discussion of a wide range of topics. Emphasis will be placed on the elaboration of materials, lucid and logical presentation of ideas.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES
UNIVERSITY OF NIGERIA, NSUKKA

DEPARTMENTAL INFORMATION

The Department was first established in 1960 under the name, Department of Languages. It offered French as the major degree programme and German, Russian and Spanish as subsidiaries. Subsequently, the department was renamed Department of Foreign Languages and then later, Department of Foreign Languages and Literatures. Spanish was then phased out because of staff recruitment difficulties and apparent lack desired interest by the Spanish Embassy in Nigeria. On the other hand, German and Russian grew to become part of full degree or combined degree programmes. The department has recently reviewed its academic programme to include Chinese, to reintroduce Spanish and to further rename the department as, Department of Foreign Languages and Literary Studies.

PHILOSOPHY

The philosophy of the programme is based on the imperative need to produce educated citizens capable of communicating effectively in French, German, Russian, Spanish and Chinese, and thus to make it possible for Nigeria to participate fully, without any linguistic inhibition, in international peace and understanding, trade and world politics. This shall be achieved through imparting skills in speaking, reading, and writing, translating and interpreting these foreign languages, and through the knowledge of the respective cultures and literatures of these languages, the department has it as its philosophy to prepare a generation of Nigerians who can feel free and adequate to move in the rest of the world, to work anywhere in the world, and reinforce Nigeria's belief in the brotherhood of nations.

OBJECTIVES

The programme is designed to:

1. Equip students with basic skills in listening, reading, speaking, writing, translating and interpreting through study of the relevant languages: French, German, Russian, Spanish and Chinese.
2. Produce Nigerian students, businessmen and women, civil servants, teachers and other professionals capable of interacting in the above languages and competent enough to work anywhere in the world in this era of globalization.
3. Reinforce the Nigerian belief in the brotherhood of Nations.
4. Enhance understanding and productivity in various fields of education and socioeconomic, political and cultural sectors of the Nigerian economy.

SCOPE

The duration of the Department's degree programmes is four years for candidates who gain admission by University Matriculation Examination, UME and three years for those who gain admission by Direct Entry. But French/German, French/Russian and other combinations are four-year programmes for all categories of admitted candidates. The department has also one year special programme which aims at preparing candidates intensively for entry into the 100 level of the regular degree programme, after a successful completing the special programme.

The third year of the proposed four-year programme by UME or the second year of the three-year DE programme (Generally known as the Year Abroad Programme) can be done partly or entirely in Nigeria at the French Language Village Badagry/Goethe Institute, Lagos, or in a French, German, Russian, Spanish or Chinese speaking country, where the chosen languages is an indigenous medium of communication. Durations are recommended as follows:

Candidates wishing to combine two foreign languages within the department, example, French/German French/Russian etc. are expected to spend one semester only for each of the languages. If, however a student desires to spend two semesters in any particular language area, French, German, Russia, Spanish and Chinese, he/she shall be prepared to loose one academic year.

Combined Arts candidates wishing to combine other Faculty courses with a departmental based language, example, French/English, shall spend one semester only for the language immersion programme.

Candidates wishing to combine Education with a departmental based language shall spend one academic year of two semesters for their language immersion programme.

The department offers the following programmes:

1. B. A. Single Honours in French, German, Russian, Spanish and Chinese.
2. B. A. Combined Honours in French/German, French/Russian, French/Spanish, French/Chinese, German/Russian, German/Russian, German/Spanish, German/Chinese.
3. B. A. Combined Honours degrees in French, German, Russian, Spanish or Chinese on the one hand, and courses from other departments of the University on the other.
4. B. Ed. Education/Arts for students whose major teaching subject is French.
5. Service courses at the elementary, intermediate and advanced levels in French, German, Russian, Spanish and Chinese for students in other departments of the University who need the specific foreign languages as electives or Required Ancillary courses.

ENTRY REQUIREMENTS

For the four-year degree programme:

1. The Senior Secondary (SSCE) Certificate, or General Certificate in Education (GCE, O/L), or National Examination Council (NECO) or their equivalents, with a minimum of a credit pass in French, German, Russian, Spanish, Chinese, a credit level passes in English language, one science subject and three other arts subjects of which one must be Literature in English or History.
2. A minimum of pass, which is 40% and above scored in the final examinations of the one-year special programme in French, German, Russian, Spanish and Chinese run by the department.

For the three-year degree programme:

1. NCE with a minimum of two-merit level passes in relevant subjects as well as the university entry requirement.
2. Two passes at GCE Advanced Level (A/L) or its equivalent in at least three other subjects at credit level passed in Ordinary Level. (O/L)

3. Two passes at the HSC certificate in the relevant subjects or an acceptable Baccalauréat certificate.

Candidates wishing to combine foreign language based courses with other Faculty courses shall be required to have a credit level pass in the language they intend to combine with: French, German, Russian, Spanish, or Chinese.

JOB OPPORTUNITIES:

The programmes are designed to equip graduates for careers in translation and interpreting, publishing, the tourist industry, the civil and diplomatic services, banking, customs and immigration, library services and teaching.

STRESS AREAS:

General Language Courses (Service Courses)	0
Linguistics and Grammar	1
Composition and Stylistics	2
Literature and Reading Comprehension	3
Translation	4
Culture and Civilization	5
Oral courses	6
Research	8
Project	9

COURSE DESCRIPTION IN GERMAN

GER 101: Elementary German I
2 units
A course requiring no previous knowledge of German, and designed to satisfy the language requirements of students from other Departments or students from Department majoring in language other than German. The course offers basic competence in the skills involved in language acquisition: listening, speaking and writing. One third of the time will be devoted to practical exercises in elementary German phonetics and dictations.

GER 102: Elementary German II
2 units
A continuation of German 101 at a more advanced level, with attention given equally to listening, speaking and writing skills. One third of the time will be devoted to practical oral work.

GER 111: German Grammar I
3 units
A study of German grammar and syntax with the aim of preparing students for composition and translation courses.

GER 112: German Grammar II
3 units
A continuation of FRE 111. Study of standard German grammar and syntax and analysis of standard German structures.

GER 121: Introduction to Composition in German I
2 units
The course is designed to introduce students to the basic techniques of composition in German. Emphasis is on free composition on selected topics.

GER 122: Introduction to Composition in German II
2 units
This course is a continuation of GER 121 and involves the study of the syntax and usage of modern German in essay writing, with emphasis on narrations.

GER 131: Readings in German I
2 units
Study of German texts selected from different media, including Internet, social and cultural milieu, newspapers, journals and magazines, introducing students to varieties of written German.

GER 132: Readings in German II. 2
units
A continuation of GER 131 at a more advanced level using selected texts from German and francophone authors and a number of technical texts

GER 161: Oral German I
3 units
A course including debates, exposés, etc., designed to encourage oral participation, enhance fluency in the language. (There will be two hours of laboratory exercises and one hour of practical phonetics.

GER 162: Laboratory Practice
2 units
German phonetics. This course focuses on sound identification and differentiation, and phonetic transcription.

GER 164: Oral German II
3 units
This is a continuation of GER 161. Student shall be required to identity and differentiate more complex sounds and transcribe higher levels of phonetic symbols.

GER 201: Intermediate German I
2 units
A more advanced level of the work done in GER 101 and GER 102, with emphasis on reading comprehension and the introduction of translation of relatively simple German texts into English and the review of the major points of German grammar.

GER 202: Intermediate German II 2
units
A continuation of GR 201, involving the development of the ability to read relatively simple German texts and answer questions on them in German; and translate passages of average level of difficulty from German into English.

GER 211: German Grammatical Structures I
3 units
A more intensive study of German grammar and syntax, and analysis of more difficult structures.

GER 221: Comprehension and Stylistics I **3 units**
The course is designed to introduce students to the elements of basic stylistics through the analysis of simple texts.

GER 212: German Grammatical Structures II
3 units
A more advanced continuation of GER 221. Students shall be introduced to more complex texts.

GER 222: Comprehension and Stylistics II
3 units
Advanced course in Stylistics through analysis of more complex texts than the ones for

GER 231: German Literature in perspective I
3 units
A brief survey work on major landmarks in French literature, from its origin to the 17th Century.

GER 233: World literature in German
3 units
This course treats all literary genres and familiarizes students with Afro-German, Swiss and Australian literatures.

GER 234: German literature in perspective II
3 units
A survey work on the major landmarks in German literature from 18th to the 21st Centuries.

GER 252: Culture and Civilization of German-speaking countries outside Germany
2 units
An introduction to the study of the political, economic social and educational structures and institutions of contemporary Germany.

GER 254: German Club
2 units
This course is designed to give students an opportunity to put into practice, all language skills learnt so far in a more relaxed atmosphere, and offers them a broad variety of activities – drama, film-club, poetry reading, debates, choral groups, etc.

GER 261: Oral Expression and Comprehension in German
3 units
Further practice in communication skills based on discussion of simple texts and topical themes.

GER 262: German Phonetics and Phonology
2 units
This course introduces students to a systematic description of German sounds, both at phonetic and phonological levels.

GER 301: Advanced German I
2 units
This is a continuation of GER 201 and GER 202 at a more advanced level involving reading at least one complete work (novel or play

GER 302: Advanced German II
2 units
A continuation of GER 301. Emphasis will be placed on the review of the major points of German grammar.

GER 311: Advanced studies in German Grammar I
3 units
An advanced study of German grammar and vocabulary with practice in comprehension text analysis for German majors

GER 331: African literature in German
2 units
The course introduces students to the emerging literature in German by Africans, also African literatures translated into German.

GER 312: Advanced studies in German Grammar II
3 units
This is a continuation of GER 311, with focus on advanced grammar and vocabulary drawn from more advanced comprehension texts.

GER 322: Essay Writing in German
2 units
Practice in advanced composition and précis writing. Analysis of idiomatic and stylistic structures.

GER 333: Introduction to German Prose
2 units
This course is based on selected German prose fiction, this course introduces student to the anatomy of prose, its main features and its aesthetic elements.

GER 334: German literature of the 18th Century **2 units**
This course focuses on the major authors and major trends/movements of the 18th Century French Literature

GER 336: Literature and Philosophy
2 units
This course introduces students to basic philosophical concepts in literature.

GER 341: Introduction to Translation I
2 unit
Practice in basic translation skills with emphasis on translation from German into English. Discussion of basic methodological problems.

GER 342: Introduction to Translation II
2 units
A more advanced level of FRE 341 with translation from English to German as well.

GER 351: Contemporary German society **2 units**
This course exposes students to major German speaking countries: Switzerland, Austria, Belgium, etc. and Germany and gives an overview of their culture and civilization.

GER 361: Advanced Studies in German Phonetics
2 units
The aim of this course is to bring students to a very high level of German sound production and discrimination, through oral exercises and laboratory work.

GER 363: Communicative Skills I
2 units
This course will involve the development of students' communicative skills through debates, songs, games, oral presentations, recitations, etc.

GER 364: Communicative Skills I
2 units
A continuation of Ger 363 with an intensification of skills acquisition development, using the same methods in a more advanced level.

GER 401: German for the Sciences and the Humanities I
2 units
A more advanced level of GER 301 and GER 302, with reading passages designed to meet the specific needs of students in the Sciences and the Humanities, with regard to vocabulary. Carefully chosen chapters or articles from books and journals in pertinent fields of the Sciences and the Humanities will be studied.

GER 402: German for the Sciences the Humanities II
2 units
A continuation of GER 401 with wider coverage of vocabulary and expressions to meet the specific need of students.

GER 411: Applied Linguistics I
2 units
This course focuses on the analysis of problems related to sounds, signals, prosody, communication and grammatical structures of German language.

GER 412: Applied Linguistics II
2 units

This course focuses on acquainting students with the tools for the learning of a foreign or second language and exposes them to the needs of intercultural learning.

GER 421: Advanced Essay writing in German
2 units
Practice in advanced composition/training in systematic and logical presentation of ideas. Actual essay writing is to be preceded by oral preparation and discussion.

GER 431: 19th Century German Literature
2 units
An intensive study of important texts with emphasis on genres, themes of major authors.

GER 433: German Literature on Africa
2 units
This course focuses on selected colonial and post-colonial literature on Africa and relationship between Africa and Germany with emphasis on Nigeria.

GER 434: Contemporary German Literature
3 units
An intensive study of important or major authors and works of the 20th century, with emphasis on genres and themes.

GER 435: Poetics and theory of Literature
2 units
A general survey of various German literary schools and their theories, the theory of genres.

GER 436: African/Black German Literature
2 units
Studies in a relatively hew area in German literature, focusing on the literary activities of Africans and black German literature.

GER 437: Literary criticism in German
2 units
This course lays emphasis on the structures and forms of literary texts, using the various trends of modern literary criticism such as structuralism, sociology of literature, etc.

FRE 441: Advanced Translation I
2 units
This course is designed for translation exercises. It contains translations from German to English and vice-versa. Passages to be translated are chosen from various types of texts. They comprise literary and non-literary texts. As accompanying exercises, grammatical, semantic problems have to be discussed.

GER 442: Advanced Translation II
2 units
This is a continuation of GER 441. Passages to be translated should be chosen from more advanced passages of literary and non literary texts.

GER 454: World Literature in Translation
2 units

This introduces students to world literature written in various languages but translated into German.

GER 462: Advanced Oral German 2 **units**
Exercises involving the presentation in German of exposés related to individual project topics.

GER 481: Research Methods
2 units
This course introduces students to research methods, description of the term 'research', how to carry out research, characteristics of a researcher and documentation methods.

GER 492: Project in German
4 units
A supervised long essay to be presented in German language. This is based on a detailed study of literary trends, genres, authors, or any aspect of German culture.

UNIVERSITY OF IBADAN

DEPARTMENT OF EUROPEAN STUDIES

Admission Requirements for B.A. Honours Degree in GERMAN

University Matriculation Examination

- 5 credits at GCE 'O' Level including English
- 6 credits at two sittings including English
- 3 subjects in Arts and the Social Sciences in U.M. E. (at least 1 in Arts)

Summary of Registration Guidelines:

The minimum requirements for a B.A. degree are as follows:

SINGLE HONOURS

(i) 4 year Programme	Int.	GES	Ext	Total Units	
100 Level		12	6	12	30
200 Level		20	3	7	30
300 & 400 Level		48	-	12	60
Total		80	9	31	120

(ii) 3- Year Programme	Int.	GES	Ext	Total	Units
200 Level	20	6	4	30	
300 & 400 Level	48	3	9	60	
Total	68	9	13	90	

COMBINED HONOURS WITH GERMAN

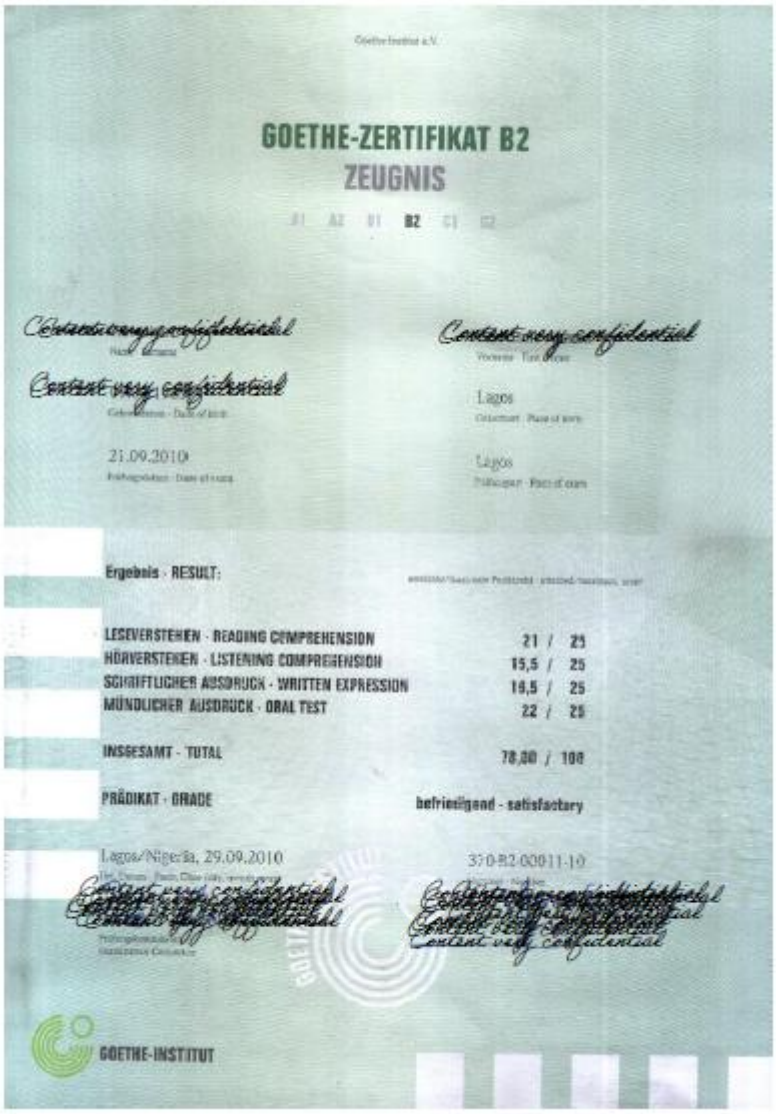
(i) 4-Year Programme	Int.	GES	Ext	Total Units
100 Level	10(20)	6	4	30
200 Level	12(24)	3	3	30
300 & 400 Level	*27(54)*	-	*6*	*60*
	49(98)	9	13	120

Appendix 16: Video clips of research worshop sessions (days 1-3)

Appendix 16A: Video clips of research workshop session (day 1)
Appendix 16B: Video clips of research workshop session (day 2)
Appendix 16C: Video clips of research workshop session (day 3)

See URL: http://dx.doi.org/10.5281/zenodo.57199

Appendix 17: B2 proficiency level certificate



GOETHE-ZERTIFIKAT B2

ZEUGNIS

A1 A2 B1 **B2** C1 C2

Content very confidential

Content very confidential

Content very confidential

Lagos

21.09.2010

Lagos

Ergebnis · RESULT:

LESEVERSTEHEN · READING COMPREHENSION	21 / 25
HÖRVERSTEHEN · LISTENING COMPREHENSION	15,5 / 25
SCHRIFTLICHER AUSDRUCK · WRITTEN EXPRESSION	19,5 / 25
MÜNDLICHER AUSDRUCK · ORAL TEST	22 / 25
INSGESAMT · TOTAL	78,00 / 100
PRÄDIKAT · GRADE	befriedigend · satisfactory

Lagos/Nigeria, 29.09.2010

370-B2-00011-10

Content very confidential

Content very confidential

Content very confidential

Content very confidential

GOETHE-INSTITUT

I

Das Goethe-Zertifikat B2 wird vom Goethe-Institut getragen. Es wird weltweit nach einheitlichen Kriterien durchgeführt und ausgewertet.

The examination Goethe-Zertifikat B2 was developed by Goethe-Institut.
It is administered and evaluated uniformly worldwide.

II

Diese Prüfung dokumentiert die vierte Stufe – B2 – der im *Gemeinsamen europäischen Referenzrahmen* beschriebenen sechsstufigen Kompetenzskala. Die Stufe B bezeichnet die Fähigkeit zur selbständigen Sprachverwendung.

The examination corresponds to the fourth level (B2) of the *Common European Framework of Reference*, which defines a six-level scale of proficiency. The B-level denotes skills in independent use of the language.

III

Mit erfolgreichem Abschluss dieser Prüfung haben Teilnehmende nachgewiesen, dass sie die überregionale deutsche Standardsprache für ihre persönlichen Belange im privaten, gesellschaftlichen, akademischen und beruflichen Leben einsetzen können.

Sie können

- komplexe gesprochene Standardsprache am Telefon und in Radiosendungen verstehen, dabei zu konkreten und abstrakten Themen die Hauptinhalte verstehen und für sich relevante Informationen entnehmen,
- eine breite Palette von Texten verstehen, darunter sowohl kürzere Texte (z.B. Anzeigen) als auch längere, komplexere Sachtexte, Kommentare und Berichte,
- sich in Briefen über komplexe Sachverhalte schriftlich klar und strukturiert ausdrücken und fehlerhafte Briefe anderer korrigieren,
- klar strukturierte mündliche Darstellungen zu allgemeinen Themen sowie zu Themen aus dem eigenen Interessengebiet geben,
- sich in vertrauten Kontexten aktiv an informellen Diskussionen beteiligen, dabei Stellung nehmen und eigene Standpunkte darlegen.

Candidates who successfully pass the examination have proven that they are able to use the standard German language for their personal needs in private, social, academic or vocational life.

They are able to:

- understand the main ideas of complex speech on the telephone and on the radio on both concrete and abstract topics, locating relevant details,
- understand a wide variety of texts including short texts (such as advertisements) and longer, more complex factual texts, comments and reports,
- write clear and structured letters on complex factual subjects, and correct errors in letters written by others,
- give clear, systematically developed descriptions on a wide range of general subjects or subjects related to his/her field of interest,
- take an active part in informal discussions in familiar contexts, commenting, putting his/her point of view and opinions clearly.

IV

Das Goethe-Zertifikat B2 besteht aus einer 190-minütigen schriftlichen Gruppenprüfung mit den Prüfungsteilen Leseverstehen, Hörverstehen und Schriftlicher Ausdruck sowie einer 15-minütigen Paarprüfung bzw. einer 10-minütigen Einzelprüfung.

The Goethe-Zertifikat B2 consists of a written test with sections on reading and listening comprehension and written expression (190 minutes) and an oral test taken in pairs (15 minutes) or individually (10 minutes).

V

In der Prüfung lassen sich maximal 100 Punkte erreichen.
Die Bestehensgrenze liegt bei 60 Punkten bzw. bei 60 Prozent.

The examination has a maximum of 100 points.
60 points (60 %) is the minimum passing score.

PUNKTE · POINTS	PRÄDIKAT · GRADE
100 - 90	SEHR GUT
89,5 - 80	GUT
79,5 - 70	BEFRIEDIGEND
69,5 - 60	AUSREICHEND
59,5 - 0	NICHT BESTANDEN

ADB2 029860 ✻

Appendix 18: Survey questionnaire for Translation students Germany

FRAGEBOGEN FÜR STUDIERENDE IM FACH 'ÜBERSETZEN' IN DEUTSCHLAND

Der vorliegende elektronische Fragebogen ist Teil eines Forschungsprojekts im Fach 'Übersetzen'. Nehmen Sie sich bitte Zeit; zum Ausfüllen benötigen Sie nur etwa10 Minuten. Bitte klicken Sie danach auf 'Senden'. Vielen Dank.

* Required

Datum *

mm/dd/yyyy

Persönliche Daten

Muttersprache *

Zweitsprache *

Fremdsprache(n) *

Hochschule/Institution *

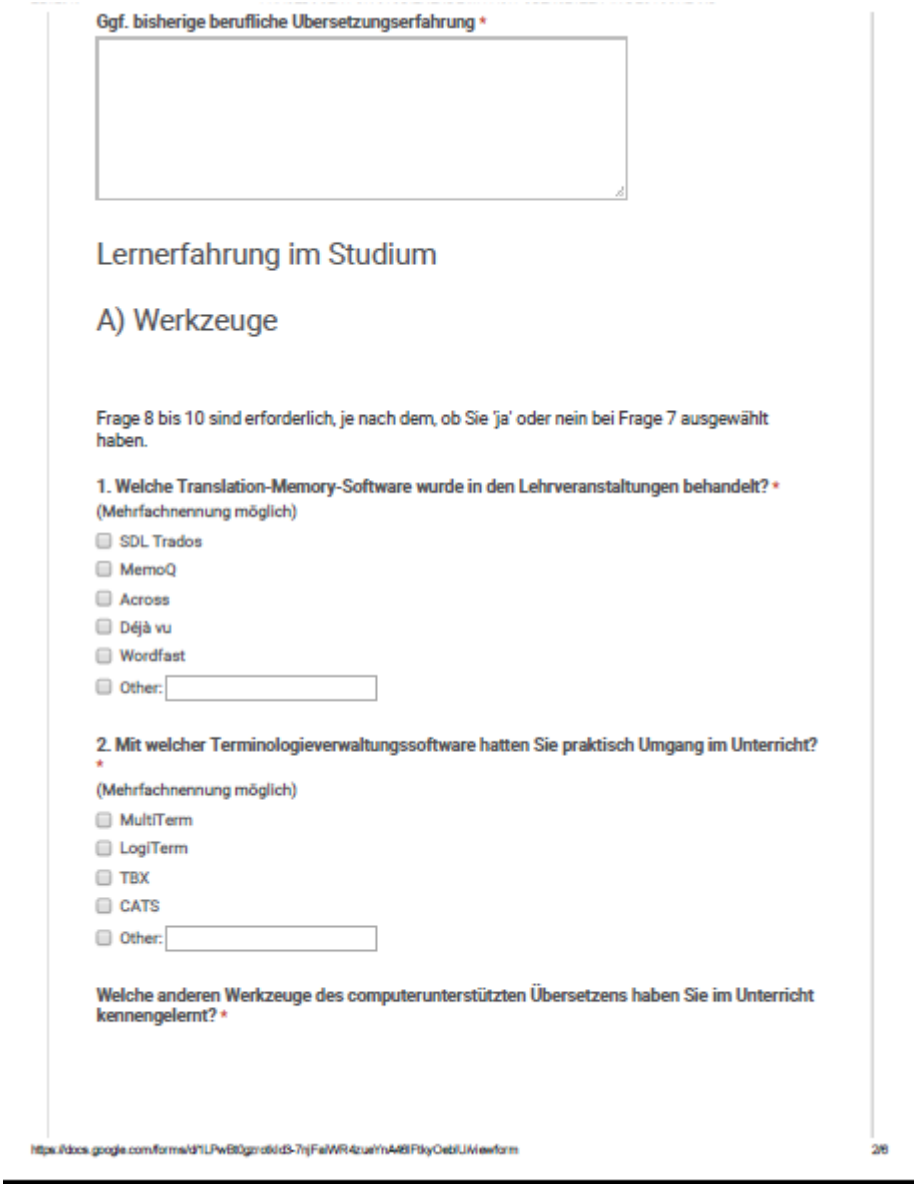
Studiengang *

Sprachenpaar(e) im Studium *

Fachsemester *

Bisherige Ausbildung *

https://docs.google.com/forms/d/1LPwB0gcrob6d3-7njFaWR4zuaYnA6BFtkyOebUJMeeform 1/8



Ggf. bisherige berufliche Übersetzungserfahrung *

Lernerfahrung im Studium

A) Werkzeuge

Frage 8 bis 10 sind erforderlich, je nach dem, ob Sie 'ja' oder nein bei Frage 7 ausgewählt haben.

1. Welche Translation-Memory-Software wurde in den Lehrveranstaltungen behandelt? *
(Mehrfachnennung möglich)

- [ ] SDL Trados
- [ ] MemoQ
- [ ] Across
- [ ] Déjà vu
- [ ] Wordfast
- [ ] Other:

2. Mit welcher Terminologieverwaltungssoftware hatten Sie praktisch Umgang im Unterricht? *
(Mehrfachnennung möglich)

- [ ] MultiTerm
- [ ] LogiTerm
- [ ] TBX
- [ ] CATS
- [ ] Other:

Welche anderen Werkzeuge des computerunterstützten Übersetzens haben Sie im Unterricht kennengelernt? *

https://docs.google.com/forms/d/1LPwB0gzro6Id3-7rjFaWR4zuaYnA4BFtkyOebIUWewform 2/6

4. Wie viel Unterrichtszeit pro Woche beansprucht die (gemeinschaftliche bzw. individuelle) Arbeit am Computer mit der jeweils benutzten Software? *

- 30 Minuten
- 45 Minuten
- 60 Minuten
- 90 Minuten

5. War diese Zeit ausreichend? *

- Ja
- Knapp
- Nein

6. Wie haben Sie das Tempo beim Umgang mit der Software im Unterricht empfunden? *

- Zu schnell
- Angemessen
- Zu langsam

7. Hatten Sie die Möglichkeit, mindestens eine der oben genannten Software außerhalb des Unterrichts zu verwenden (z. B. für Aufgaben und Übungen)?

- Ja
- Nein (Falls „nein", weiter mit Frage 10)

8 Wenn Frage 7 mit ja beantwortet: Welche Software?

9 Wenn Frage 7 mit ja beantwortet: Wie lange dauert Ihr Selbststudium mit der genannten Software pro Woche?

- Weniger als 2 Stunden
- 2 bis 4 Stunden
- 4 bis 6 Stunden
- 6 bis 8 Stunden
- 8 bis 10 Stunden
- mehr als 10 Stunden

10. Wenn Frage 7 mit nein beantwortet: Wie haben Sie die computerunterstützten Übersetzungswerkzeuge beherrscht?

- ○ Der Umgang im Klassenzimmer reicht völlig
- ○ Ich habe um Hilfe gebeten
- ○ Ich bin damit noch nicht zurechtgekommen
- ○ Ich weiß nicht
- ○ Other:

B) Anwendbarkeit der Theorien beim Übersetzen

11. Wie würden Sie den erhaltenen Unterricht über die theoretischen Grundlagen des Studienfaches ‚Übersetzen' charakterisieren? *

- ○ Zu ausführlich
- ○ Angemessen
- ○ Zu wenig
- ○ Langweilig

12. Inwieweit waren die Erkenntnisse aus den theoretischen Grundlagen des Studienfachs in den praktischen Teilen einsetzbar? *

- ○ Hilfreich
- ○ Teilweise hilfreich
- ○ Irrelevant
- ○ Eher verwirrend

13. Nennen Sie nach Möglichkeit Beispiele (Theorien oder deren wissenschaftliche Vertreter) für Ihre in Frage 12 genannten Erfahrungen:Grundlagen des Studienfachs in den praktischen Teilen einsetzbar? *

Siehe unten

Hilfreich: *

Teilweise hilfreich: *

Irrelevant: *

Eher verwirrend: *

C) Eigene Meinungen zur gegenwärtigen Übersetzensdidaktik

14. Welche Aspekte der Didaktik des Übersetzens sollten Ihrer Meinung nach verbessert werden? *

15. Haben Sie konkrete Verbesserungsvorschläge? Welche? *

Submit

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Appendix 19: Interview questions for translator educators Germany, original and revised

INTERVIEWFRAGEN FÜR LEHRENDE
IM STUDIENFACH „ÜBERSETZEN“

Datum:

Persönliche Daten

Muttersprache:.....
Zweitsprache:.....
Fremdsprache(n):.....
.....
.....
Institution(en):.....
.....
Qualifikationen/Ausbildung:.....
.....
.....
.....
Sprachenpaar(e) in der Lehre:.....
.....
Sprachenpaar(e) beim Übersetzen:.....
.....
Übersetzungsbezogene Praxiserfahrung (Institutionen/Unternehmen):.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
Forschungsschwerpunkte:.....
.....
.....
.....
.....

1

Übersetzungswissenschaft und -praxis

1. Welche Qualifikationen / Kompetenzen müssen von Lehrkräften in der Übersetzerausbildung erfüllt werden?

.....
.....
.....
.....
.....
.....

2. Finden Sie, als Experte für die Didaktik des Übersetzens, dass die gegenwärtige Übersetzerausbildung den Bedürfnissen der Praxis gerecht wird?

.....
.....
.....
.....
.....

3. Welcher Stellenwert hat ein Auslandssemester für Sie persönlich?.....

.....
.....
.....
.....
.....

4. Wie relevant ist das Auslandssemester für Ihr Institut?.....

.....
.....
.....
.....
.....

5. Finden Sie, dass die nötigen theoretischen Grundlagen vermittelt werden?
☐ Ja, sogar zu viel ☐ Ja, viel ☐ Nein, wenig
☐ Nein, zu wenig ☐ Zusätzliche Informationen:.....

.....
.....
.....
.....
.....
.....
.....
.....
.....

6. Sind Sie mit den Lehrangeboten an Ihrem Institut vollzufrieden? Falls ‚nein', weiter mit Fragen 7 und 8.....

.....
.....

7. Wenn Frage 6 mit nein beantwortet: Worin besteht Ihre Unzufriedenheit?

8. Bei ‚nein' in Frage 6, wie könnten zur Verbesserung der Lehrangebote die Lücken geschlossen werden?

Befragung für Lehrende in der Übersetzungswissenschaft

Der vorliegende Fragebogen ist Teil eines Forschungsprojekts im Fach Übersetzen Bitte nehmen Sie ca. 10 Minuten Zeit, um den Fragebogen auszufüllen

Sprachen bitte als Kurzform gemäß ISO 639 angeben (z.B. de, en, fr, gr, it, ru, sp)

* Required

Datum *

mm/dd/yyyy

Persönliche Daten

1. Ihre Muttersprache: *

2. Ihre Zweitsprache *

3. Ihre Fremdsprache(n) *

4. Wo arbeiten Sie? Name der Hochschule/des Instituts: *

5. Ihre Qualifikationen/bisherige Abschlüsse: *

6. Ihr(e) Sprachenpaar(e) in der Lehre (z.B. de/en) *

7. Ihr(e) Sprachenpaar(e) in Ihrer Übersetzungspraxis (z.B. de/en, de/pt): *

8. Haben Sie praktische Erfahrung als ÜbersetzerIn? *

- Ja
- Nein (weiter mit Frage 12)

9. Wo? (Mehrfachnennung möglich)

- Industrie
- Behörden
- Internationale Organisationen
- NGOs
- Other:

10. In welcher Arbeitssituation (Mehrfachnennung möglich)

- fest angestellt oder beamtet
- freiberuflich/selbstständig

12. Haben Sie Forschungsschwerpunkte? *

- nein
- ja (weiter mit Frage 13)

13. Wenn Sie Frage 12 mit 'ja' beantwortete haben, welche sind Ihre Forschungsschwerpunkte?

Übersetzungswissenschaft und -praxis

14. Über welche Qualifikationen müssen Ihrer Ansicht nach Lehrkräfte in der Übersetzerausbildung verfügen? *

15. Finden Sie, dass die gegenwärtige Übersetzerausbildung an Ihrem Institut den Bedürfnissen der Praxis gerecht wird? *

16. Hatten Sie in Ihrem Studium ein Auslandssemester? *

- nein
- ja

17. Falls ja: Sehen Sie das rückblickend als

18. Welchen Stellenwert hat ein Auslandssemester in den Studiengängen Ihres Instituts? *

19. Finden Sie, dass in den Studiengängen Ihres Instituts die nötigen theoretischen/wissenschaftlichen Grundlagen des Fachs vermittelt werden? *

- Ja, eher zu viel
- Ja
- Nein, zu wenig

20. Falls zu viel oder zu wenig: Können Sie das spezifizieren?

21. Sind Sie mit dem Lehrangebot an Ihrem Institut insgesamt zufrieden? *

- ja
- nein

22. Falls ‚nein': Was sollte man verbessern?

Herzlichen Dank für Ihre Zeit!

Submit

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Appendix 20: Interview questions for translators Germany, original and revised

INTERVIEWFRAGEN FÜR ÜBERSETZERINNEN/ÜBERSETZER IN DER BERUFSPRAXIS

Datum:

Muttersprache: .....
Zweitsprache: .....
Institution/Arbeitsstelle.....
Qualifikation(en)/Ausbildung:.....
.....
.....

☐ Beeidigt ☐ Nicht beeidigt

Sprachenpaar(e) beim Übersetzen:
.....
.....

Übersetzungsrelevante Praxiserfahrung:
.....
.....
.....
.....
.....

Gegenwärtige Übersetzungspraxis

Arbeitsmittel/Werkzeuge

(1) Welche Translation Memory Software verwenden Sie in Ihrer täglichen Übersetzungspraxis? (**Mehrere Antworten möglich**)
☐SDL Trados ☐ MemoQ ☐Across
☐ Déjà vu ☐ Wordfast ☐ Andere, und zwar:
.....
.....

(2) Mit welcher Terminologieverwaltungssoftware arbeiten Sie? (**Mehrere Antworten möglich**).
☐ MultiTerm ☐ LogiTerm ☐ TBX ☐ TermStar
☐ Termwiki ☐ CATS ☐ Andere, und zwar:
.....
.....
.....

(3) Welche anderen Werkzeuge (Hardware, Software, Internetquellen) verwenden Sie beim Übersetzen?
.....
.....

Arbeitsablauf

(4) Welches ist Ihr Arbeitsfeld/Fachgebiet beim Übersetzen?
☐ Recht ☐ Wirtschaft ☐ Technik ☐ Medizin
☐ Allgemein ☐ Andere, und zwar:

.....
.....
.....

(5) Wie würden Sie Ihren routinemäßigen Arbeitsablauf mit einem Übersetzungsauftrag beschreiben?
☐ Recherche
☐ Vorübersetzen am Rechner
☐ Übersetzen
☐ Korrektur
☐ Fertigstellen
☐ Andere, und zwar

.....
.....
.....
.....
.....

Wissenschaftliche Ausbildung und Berufspraxis

(6) Bewerten Sie rückblickend ihre Ausbildung als ÜbersetzerIn, besonders bezüglich der Theorie und Praxis. Vergleichen Sie diese mit Ihren Erfahrungen aus ihrer Praxis.
a) Inwieweit bestätigt die Praxis die Theorie?
b) Wie ist die Vorbereitung in ihrer Ausbildung für die Praxis des Berufsalltags zu bewerten?

.....
.....
.....
.....

Befragung für ÜbersetzerInnen in der Berufspraxis

Zeitbedarf ca. 15 Minuten

Sprachen bitte als Kurzform gemäß ISO 639 angeben (z.B. de, en, fr, gr, it, ru,sp)

* Required

Datum *

mm/dd/yyyy

Ihre Muttersprache *

Ihre Zweitsprache *

Ihre Fremdsprache(n) *

Wo arbeiten Sie? Name der Firma: *

Ihre Qualifikationen/bisherige Abschlüsse: *

Sind Sie ermächtigt bzw. beeidigt? *

- Ja
- Nein

Ihr(e) Sprachenpaar(e) in Ihrer Übersetzungspraxis (z.B. de/en, de/pt): *

Wo haben Sie praktische Erfahrung als Übersetzerin? (Mehrfachnennung möglich): *

- Industrie
- Behörden
- Internationale Organisationen
- NGOs
- Other:

In welcher Arbeitssituation (Mehrfachnennung möglich): *

- fest angestellt oder beamtet
- freiberuflich/selbständig

Wie lange? *

- Weniger als 1 Jahr
- 1-5 Jahre
- 5-10 Jahre
- Mehr als 10 Jahre

Gegenwärtige Übersetzungspraxis

Arbeitsmittel/Werkzeuge

Welche Translation Memory Software verwenden Sie in Ihrer täglichen Übersetzungspraxis? (Mehrfachnennung möglich) *

- SDL Trados
- MemoQ
- Across
- Déjà vu
- Wordfast
- Other:

Mit welcher Terminologieverwaltungssoftware arbeiten Sie? (Mehrfachnennung möglich) *

- MultiTerm
- LogiTerm
- TBX
- Termwiki
- CATS
- Termstar
- Other:

Welche andere Werkzeuge verwenden Sie beim Übersetzen? *
Software; welche? Internetquelle; welche? Zusätzliche Werkzeuge, und zwar:...

Arbeitsablauf

Welches ist Ihr Arbeitsfeld/Fachgebiet beim Übersetzen? (Mehrfachnennung möglich) *

- [ ] Recht
- [ ] Wirtschaft
- [ ] Technik
- [ ] Medizin
- [ ] Allgemein
- [ ] Other:

Wie würden Sie Ihren routinemäßigen Arbeitsablauf mit einem Übersetzungsauftrag beschreiben? *
Organisatorisches? Recherche (wann, wie)? Übersetzen ? Korrektur (vom wem)? Fertigstellen? Zusätzliche Arbeitsschritte?

Wissenschaftliche Ausbildung und Berufspraxis

Bewerten Sie rückblickend Ihre Ausbildung als Übersetzerin, besonders bezüglich der Theorie und Praxis. Vergleichen Sie diese mit Ihren Erfahrungen aus Ihrer Praxis.

In welchen Aspekten Ihrer Berufspraxis hilft Ihnen Ihre übersetzungswissenschaftliche Ausbildung (Mehrfachnennung möglich)) *

- [ ] Bei der Kundenakquisition
- [ ] In der Kommunikation mit Kunden, (z.B. bezüglich Übersetzungszweck, -qualität und -honnorar)
- [ ] Bei der Textanalyse
- [ ] Beim Umgang mit Zeitdruck
- [ ] Bei der Wahl auftragsgerechter Übersetzungsstrategien
- [ ] Bei der Wahl effizienter Übersetzungswerkzeuge
- [ ] Other:

Wie würden Sie die allgemeine Vorbereitung in Ihrer Ausbildung auf die Praxis des Berufsalltags bewerten? *
Benutzen Sie die Skala 1 - 6. 1 = ausgezeichnet, 2 = sehr gut, 3 = gut, 4 = befriedigend, 5 = ausreichend, 6 = ungenügend

	1	2	3	4	5	6	
ausgezeichnet	○	○	○	○	○	○	ungenügend

Herzlichen Dank für Ihre Zeit

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100%: You made it.

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